

Omushkego Culture Grade 4 to 8

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, Grade 4 to Grade 8: Omushkego Culture, 2006*.

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Preface (from the 2006 edition)

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

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

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

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

The Omushkego Language and Culture Curriculum, Grade 4 to Grade 8: 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 2006 edition)

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

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

Ministry of Education. (2007 revised). *The Ontario Curriculum Grades 1–8: Science & Technology*. Toronto: Queen's Printer for Ontario.

Ministry of Education. (2009 revised). *The Ontario Curriculum Grades 1–8: The Arts*. Toronto: Queen's Printer for Ontario.

Ministry of Education. (2010 revised). *The Ontario Curriculum Grades 1–8: Health and Physical Education*. Toronto: Queen's Printer for Ontario.

Ministry of Education. (2010–11 revised). *The Kindergarten Program*. Toronto: Queen's Printer for Ontario.

Ministry of Education. (2005 revised). *The Ontario Curriculum Grades 1–8: Mathematics*. Toronto: Queen's Printer for Ontario.

Ministry of Education. (2006 revised). *The Ontario Curriculum Grades 1–8: Language*. 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, Grade 4 to Grade 8:

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, Grade 4 to Grade 8: 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, Grade 4 to Grade 8: 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, Grade 4 to Grade 8:

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, Grade 4 to Grade 8: Omushkego Culture*] identifies the expectations for each grade and describes the knowledge, skills, [and values] that students are expected to acquire, demonstrate, and apply in their class work and investigations, on tests, in demonstrations, and in various other activities [e.g., in their communities and on the land] on which their achievement is assessed and evaluated.

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

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

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

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

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

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

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

Grade 4: Cycle of Life

Overall Expectations

By the end of Grade 4, students will:

Spring

Waterfowl Hunting (science & technology)

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

Small Game Hunting (science & technology)

- demonstrate ways of shooting rabbits, grouse, and ptarmigan (**spring, fall, winter**)

Living Well (health and physical education)

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

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

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

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)

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

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

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

Traditional Storytelling (language arts)

- listen to cautionary tales and stories told for entertainment in order to understand and respond appropriately in a variety of situations for a variety of purposes (**spring, summer, winter**)
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (**spring, summer, winter**)

Blooming of the Earth

Land Use Ethics (geography)

- recognize the relationship of humans and animals to the land (**blooming of the earth**)

Laws and Governance (history)

- explain laws and governance relating to Omushkegowuk territory (**blooming of the earth**)

- use a variety of resources and tools to investigate the major events and influences that shaped the laws and governance in the Omushkegowuk territory (**blooming of the earth**)

Fishing (science & technology)

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

Living Well (health and physical education)

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

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

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

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Summer

Music and Dance (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music (**summer**)
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences (**summer**)
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts (**summer**)
- apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas (**summer**)
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences (**summer**)
- demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts (**summer**)

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

- analyze the changing roles and responsibilities of family members (**summer**)
- identify and describe major features of daily life and social organization in Omushkego society from about 500 to 1500 C.E. (Common Era) (**summer**)
- use a variety of resources and tools to gather, process, and communicate information about features of daily life and social organization in Omushkego society (**summer**)

Spirituality (religion)

- discover the meaning of living on the land with what the Creator provides or good way of life or milopematisiwin (**summer**)

Omushkegowuk Aboriginal Days Celebrations (social values)

- participate in Omushkegowuk Aboriginal Days celebrations (spring, blooming of the earth, **summer**, fall, freezing up, winter)

Living Well (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)

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

Traditional Storytelling (language arts)

- listen to stories told for entertainment and words of guidance in order to understand and respond appropriately in a variety of situations for a variety of purposes (spring, **summer**, winter)
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (**spring, summer, winter**)

Fall

Cycle of Life (science & technology)

- explain the influences of the cycle of life on the lives (seasonal migration) of the people (**fall**)

Plants (science & technology)

- analyse the effects of human activities on habitats and communities (**fall**)
- investigate the interdependence of plants and animals within specific habitats and communities (**fall**)
- demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them (**fall**)

Plant Gathering (science & technology)

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

Waterfowl Hunting (science & technology)

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

Traditional Cooking (health and physical education and mathematics)

- cook different varieties of bannock (spring, blooming of the earth, summer, **fall**, freezing up, winter)
- estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies (spring, blooming of the earth, summer, **fall**, freezing up, winter)

Living Well (health and physical education)

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

- display practices of handling and preparation of bannock (spring, blooming of the earth, summer, **fall**, freezing up)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Freezing Up

Hide and Line Preparation (science & technology)

- produce line from plants (summer, **freezing up, fall**)

Craft Technology (the arts)

- manufacture traditional implements and tools (spring, blooming of the earth, summer, fall, **freezing up, winter**)

Living Well (health and physical education)

- display practices of handling and preparation of line, traditional implements, tools, and equipment safely (**fall**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal

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

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)

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

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

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

Winter

Fishing (science & technology)

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

Trapping and Snaring (science & technology)

- describe processes of setting, checking, maintaining, and emptying traps and snares for rabbits, grouse, and ptarmigan (**spring, freezing up, winter**)

Living Well (health and physical education)

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

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

- display practices of handling and preparation of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear (spring, blooming of the earth, summer, fall, freezing up, **winter**)
 - demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
 - demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
 - participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)
 - demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
 - follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
 - demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- Traditional Storytelling (language arts)
- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes (spring, summer, **winter**)
 - use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (**spring, summer, winter**)

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

Grade 4: Spring (March–April)

Overall Expectations

By the end of Grade 4, students will:

Waterfowl Hunting (science & technology)

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

Small Game Hunting (science & technology)

- demonstrate ways of shooting rabbits, grouse, and ptarmigan,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,

- display practices of handling geese, ducks, rabbits, grouse, and ptarmigan,

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

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being,

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,

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

- follow Omushkego culture and language practices,

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

Traditional Storytelling (language arts)

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

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

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 4, students will:

Waterfowl Hunting (science & technology)

- describe the techniques of building blinds and calling and shooting ducks and geese,

Small Game Hunting (science & technology)

- identify ways of shooting owls, rabbits, grouse, and ptarmigan,

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,

- identify ways of promoting healthier food choices in a variety of settings and situations,

- identify factors that motivate participation in physical activity every day at school, at home, or in their communities,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,

Traditional Storytelling (language arts)

- recognize cautionary tales about dangers in the environment,
- recognize and enjoy stories told for entertainment,
- demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details,
- make inferences using stated and implied ideas in oral texts,
- identify and describe different forms of cautionary tales and stories,
- identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning,
- identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Developing Omushkego cultural skills

By the end of Grade 4, students will:

Waterfowl Hunting (science & technology)

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

Small Game Hunting (science & technology)

- shoot rabbits with a .22,
- shoot grouse and ptarmigan with a .22,
- handle equipment safely,
- read small game movements and signs,

Living Well (health and physical education)

- pluck Canada goose,
- handle major meat foods properly, e.g., ducks, Canada geese, rabbits, grouse, and ptarmigan,

- describe common precautions for preventing accidents and injuries while participating in different types of physical activity,
- apply a decision-making process to assess risks and make safe decisions in a variety of situations,
- develop competence living off the land,
- Traditional Storytelling** (language arts)
- identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks,
- listen to cautionary tales about dangers in the environment,
- listen to stories told for entertainment,
- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups,
- identify a variety of purposes for speaking,
- demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions.

Investigating and communicating required knowledge

By the end of Grade 4, students will:

Waterfowl Hunting (science & technology)

Small Game Hunting (science & technology)

- formulate questions to guide research and clarify information on study topics,
- use primary and secondary sources to locate information about Omushkego people and their way of life,
- use graphic organizers to summarize information, clarify issues, solve problems, and make decisions,
- use media works, oral presentations, written notes and descriptions, and drawings to communicate information about life in Omushkegowuk society,

Living Well (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members,

Traditional Storytelling (language arts)

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

–communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 4, students will:

Waterfowl Hunting (science & technology)

- successfully build blinds,
- successfully call and shoot ducks and Canada geese,

Small Game Hunting (science & technology)

- successfully shoot rabbits, grouse, and ptarmigan,

Living Well (health and physical education)

- analyse personal food selections through self-monitoring over time, using the criteria in Canada’s First Nations, Inuit, and Metis Food Guide, and develop a simple healthy-eating goal appropriate to their age and activity,
 - handle ducks and Canada geese safely,
 - handle rabbits, grouse, and ptarmigan safely,
 - actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
 - demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
 - demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
 - practice cultural ways or protocols for showing respect to an elder or cultural resource person,
 - practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community,
- Traditional Storytelling** (language arts)
- extend understanding of cautionary tales and stories told for entertainment by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them,
 - analyse oral texts and explain how specific elements in them contribute to meaning,
 - use their knowledge of the organization and characteristics of different forms of cautionary tales and stories as a guide before and during their telling,
 - show respectful appreciation during a storytelling presentation.

Grade 4: Blooming of the Earth

(May–June)

Overall Expectations

Land Use Ethics (geography)

- recognize the relationship of humans and animals to the land,

Laws and Governance (history)

- explain laws and governance relating to Omushkegowuk territory,
- use a variety of resources and tools to investigate the major events and influences that shaped the laws and governance in the Omushkegowuk territory,

Fishing (science & technology)

- use techniques of angling and netting fish,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling fish,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 4, students will:

Land Use Ethics (geography)

- describe nation/community practices that reflect respect for the relationship of animals and humans, such as seasonal ceremonies and hunts, resource management laws,
- outline important ways in which Omushkego society changed over time (e.g., changes to relationships between humans and animals) and reasons given for the changes,
- give examples of how one's nation uses its land or harvest areas,

Laws and Governance (history)

- explain why the use of land and water resources is an Omushkegowuk right,
- demonstrate respect for and understanding of the need for rules or regulations that are important to members of the Omushkegowuk nation,
- recognize that laws and regulations are made to help serve the needs of the people,

Fishing (science & technology)

- identify the techniques of making and using fishing equipment,

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- identify ways of promoting healthier food choices in a variety of settings and situations,
- identify factors that motivate participation in physical activity every day at school, at home, or in their communities,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults.

Developing Omushkego cultural skills

By the end of Grade 4, students will:

Land Use Ethics (geography)**Laws and Governance** (history)**Fishing** (science & technology)

- angle pike with rod and reel,
 - angle walleye with rod and reel,
 - angle speckled and lake trout with line and hooks,
 - angle sturgeon with hook and line,
 - net pike along banks of rivers and mouths of streams with gill nets,
 - net sturgeon along banks of rivers and mouths of streams with gill nets,
 - net whitefish,
 - spear sturgeon, pike, suckers, and whitefish,
 - trap sturgeon, pike, suckers, and whitefish with weirs,
 - make fish net with paddle shaped spruce net floats and rough stone sinkers,
 - set net in river,
 - set net near streams,
 - maintain fish net,
 - empty fish net,
 - handle fishing equipment safely,
 - read water currents and signs,
- note: angling and hook and line fishing has replaced traditional fishing with nets and weirs,

Living Well (health and physical education)

- handle major meat foods properly, e.g., fish,
- describe common precautions for preventing accidents and injuries while participating in different types of physical activity,
- apply a decision-making process to assess risks and make safe decisions in a variety of situations,
- develop competence living off the land.

Investigating and communicating required knowledge

By the end of Grade 4, students will:

Land Use Ethics (geography)

- formulate questions to guide research and clarify information on the relationship of animals and humans,
- use primary and secondary sources to locate information about changes to relationships between humans and animals in Omushkego society,
- use graphic organizers to summarize information, clarify issues, solve problems, and make decisions,
- use media works, oral presentations, written notes and descriptions, and drawings to communicate information about life in Omushkego society,

Laws and Governance (history)

- formulate questions to guide research about the structure and components of Omushkegowuk government and Omushkegowuk rights,
- use primary and secondary sources to locate cultural information about the structure and components of Omushkegowuk government and Omushkegowuk rights,
- describe and analyse conflicting points of view about Omushkegowuk government and Omushkegowuk rights that affect the Omushkegowuk communities,
- use graphic organizers to summarize information,
- use media works, oral presentations, written notes and descriptions, and drawings to communicate information about Omushkegowuk government and Omushkegowuk rights,
- use appropriate vocabulary to describe their inquiries and observations,

Fishing (science & technology)

Living Well (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to

help them interact positively with others, build healthy relationships, and become effective team members.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 4, students will:

Land Use Ethics (geography)

- identify and describe cause and effect relationship between the location of people and the animals harvested in the Omushkegowuk territory,
- identify the characteristics of healthy relationships between humans and animals,
- participate with other students in doing something for the community/nation and the environment, such as cleaning up camps,

Laws and Governance (history)

- demonstrate respect for and understanding of the need for rules or regulations that are important to members of the Omushkegowuk nation,
- recognize that laws and regulations are made to help serve the needs of the people,

Fishing (science & technology)

- successfully angle and net fish,

Living Well (health and physical education)

- analyse personal food selections through self-monitoring over time, using the criteria in Canada’s First Nations, Inuit, and Metis Food Guide, and develop a simple healthy-eating goal appropriate to their age and activity,
- handle fish properly,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community.

Grade 4: Summer (July–August)

Overall Expectations

Music and Dance (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music,
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences,
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts,
- apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas,
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences,
- demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts,

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

- analyze the changing roles and responsibilities of family members,
- identify and describe major features of daily life and social organization in Omushkego society from about 500 to 1500 C.E. (Common Era),
- use a variety of resources and tools to gather, process, and communicate information about features of daily life and social organization in Omushkego society,

Spirituality (religion)

- discover the meaning of living on the land with what the Creator provides or good way of life or milopematisiwin,

Omushkegowuk Aboriginal Days Celebrations (social values)

- participate in Omushkegowuk Aboriginal Days celebrations,

Living Well (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,

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

Traditional Storytelling (language arts)

- listen to stories told for entertainment and words of guidance in order to understand and respond appropriately in a variety of situations for a variety of purposes,
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 4, students will:

Music and Dance (the arts)

- identify the role of music in a community today and compare it to its role in a community of the past,
- identify the elements used in the music they perform, listen to, and create, and describe how they are used,
- identify and describe the different roles of dance in their lives and in communities around the world,
- demonstrate an understanding of how the language of dance can clarify and highlight ideas, images, and characters from familiar stories,

Fun and Games (health and physical education)

- identify the factors that motivate participation in vigorous physical activities,
- recognize that the health of the heart and lungs is improved by physical activity,
- recognize that muscle strength and endurance increase with exercise and physical activity,

Family Kinship Structures (social studies)

- explain the importance of individuals or families to the community/nation,
- describe daily aspects of daily life for men, women, and children in the present,
- outline the reasons for and some of the effects of Omushkego contact with other peoples,
- describe some of the ways in which religions shaped Omushkego society,
- outline important ways in which Omushkego families have changed over time,

Spirituality (religion)

- describe nation/community practices that show respect for spiritual beliefs,
- describe some of the ways in which religion shaped Omushkego society, e.g., beliefs, events and practices, occupations, buildings,
- relate the physical environment to the cultural activities in the region,
- identify ways in which people with spiritual gifts help others,

Omushkegowuk Aboriginal Days Celebrations (social values)

- identify the locations of Omushkegowuk Aboriginal Days celebrations in the community,
- describe reasons for celebrating Aboriginal culture,

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- identify factors that motivate participation in physical activity every day at school, at home, or in their communities,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,

Traditional Storytelling (language arts)

- recognize stories told for entertainment,
- recognize words of guidance,
- demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details,
- make inferences using stated and implied ideas in oral texts,
- identify and describe different forms of stories and words of guidance,
- identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning,
- identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Developing Omushkego cultural skills

By the end of Grade 4, students will:

Music and Dance (the arts)

- sing familiar traditional or religious songs, giving particular attention to using suitable dynamics and tempi,
- create a present a short dance individually or in a group,

Fun and Games (health and physical education)

- play traditional games, e.g., stick or double ball, scaling rocks, come to grandmother, cat’s cradle, running, and bull roarer,

Family Kinship Structures (social studies)

- listen to, be considerate of, and honour family members and elders,

Spirituality (religion)

- recognize, value and enjoy their own and others’ traditions and beliefs,

Omushkegowuk Aboriginal Days Celebrations (social values)

- plan a visit to an Aboriginal Days celebration in the community,
- keep Aboriginal Days celebration area in good order,
- care for Aboriginal Days celebrations equipment and materials,
- observe Aboriginal Days celebrations safely,
- develop competence in Omushkego social values, e.g., sharing,

Living Well (health and physical education)

- describe common precautions for preventing accidents and injuries while participating in different types of physical activity,
- apply a decision-making process to assess risks and make safe decisions in a variety of situations,
- develop competence participating in community activities,

Traditional Storytelling (language arts)

- identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks,
- listen to and enjoy stories told for entertainment,
- listen to words of guidance,
- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups,
- identify a variety of purposes for speaking,
- demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions.

Investigating and communicating required knowledge

By the end of Grade 4, students will:

Music and Dance (the arts)

- sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods
- express detailed personal responses to musical performances in a variety of ways,
- identify, using dance vocabulary, the elements of dance used in their own and others' dance pieces and explain how each helps communicate ideas and feelings,
- use dance as a language to explore and communicate ideas derived from a variety of literature sources,
- use narrative form to create short dance pieces on a variety of themes,
- use the elements of energy in a dance piece to communicate an idea,

Family Kinship Structures (social studies)

- formulate questions to guide research,
- use primary and secondary sources to locate information about Omushkego people and the daily aspects of life for men, women, and children in the present,
- use graphic organizers to summarize information,
- use media works, oral presentations, written notes and descriptions, and drawings to communicate information about life in Omushkego society,
- use appropriate vocabulary to describe their inquiries and observations,

Spirituality (religion)

- formulate questions to guide research and clarify information on spiritual beliefs,
- use primary and secondary sources to locate information about Christian and traditional Omushkego beliefs,

–use graphic organizers to summarize information, clarify issues, solve problems, and make decisions,

–use media works, oral presentations, written notes and descriptions, and drawings to communicate information about Christian and traditional Omushkego beliefs,

–use appropriate vocabulary to describe their inquiries and observations,

Fun and Games (health and physical education)

Omushkegowuk Aboriginal Days Celebrations (social values)

Living Well (health and physical education)

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

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

–communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,

–apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members,

Traditional Storytelling (language arts)

–communicate the main idea of a story and describe a sequence of events,

–communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form,

–identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 4, students will:

Music and Dance (the arts)

–practice traditional songs or religious songs,

–practice short traditional dances,

–identify their own feelings and reactions to traditional dances,

–identify the function of dance in their community,

–demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities,

–apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect,

–express detailed personal responses to musical performances in a variety of ways,

–identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members,

–translate into dance a variety of movement sequences observed in nature,

- describe, with teacher guidance, how forms and styles of dance reflect people’s different social and political roles in various communities, times, and places,
- identify and give examples of their strengths and areas for growth as dance creators and audience members,

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

- analyse aspects of life in their own community,
- participate in practices of the Omushkego culture that relates to adolescents in particular,

- determine positive and negative effects of human alteration of the landscape,

Spirituality (religion)

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

Omushkegowuk Aboriginal Days Celebrations (social values)

- successfully participate in Omushkegowuk Aboriginal Days celebrations,

Living Well (health and physical education)

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

- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,

- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,

- practice cultural ways or protocols for showing respect to an elder or cultural resource person,

- practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community,

Traditional Storytelling (language arts)

- extend understanding of stories told for entertainment or words of guidance by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them,

- analyse oral texts and explain how specific elements in them contribute to meaning,

- use their knowledge of the word order in oral language to determine the meaning of sentences in tales and stories,

- show respectful appreciation during a storytelling presentation.

Grade 4: Fall (September–October)

Overall Expectations

Cycle of Life (science & technology)

- explain the influences of the cycle of life on the lives (seasonal migration) of the people,

Plants (science & technology)

- analyse the effects of human activities on habitats and communities,
- investigate the interdependence of plants and animals within specific habitats and communities,
- demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them,

Plant Gathering (science & technology)

- show methods of collecting plants,

Waterfowl Hunting (science & technology)

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

Traditional Cooking (health and physical education and mathematics)

- cook different varieties of bannock,
- estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling ducks and geese,
- display practices of handling and preparation of bannock,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 4, students will:

Cycle of Life (science & technology)

- classify organisms, including humans, according to their role in a food chain,
- identify animals that are carnivores, herbivores, or omnivores,
- demonstrate an understanding of food chains as systems in which energy from the sun is transferred to producers (plants) and then to consumers (animals),
- demonstrate an understanding of a community as a group of interacting species sharing a common habitat,
- describe the effects of wind, water, and ice on the landscape and identify natural phenomena that cause rapid and significant seasonal changes in the landscape,
- describe contemporary cultural practices and products of a nation connected to the land and water which give the nation its own identity,

Plants (science & technology)

- classify plants they have observed in local habitats according to similarities and differences,
- demonstrate an understanding of habitats as areas that provide plants with the necessities of life,
- identify factors that affect the ability of plants to survive in a specific habitat,
- describe contemporary cultural practices and products of a nation connected to the land and water which give the nation its own identity,

Plant Gathering (science & technology)

- describe the techniques of collecting plants,

Waterfowl Hunting (science & technology)

- describe the techniques of building blinds and calling and shooting ducks and geese,

Traditional Cooking (health and physical education and mathematics)

- identify ingredients and equipment used to make bannock,
- describe methods used to cook bannock,
- distinguish between estimated and precise measurements and know when each kind is required,
- select and justify the most appropriate standard unit to measure mass and the most appropriate standard unit to measure the capacity of a container,
- measure capacity, volume, and mass using the most appropriate standard unit,

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- identify ways of promoting healthier food choices in a variety of settings and situations,
- identify factors that motivate participation in physical activity every day at school, at home, or in their communities,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults.

Developing Omushkego cultural skills

By the end of Grade 4, students will:

Cycle of Life (science & technology)

–observe seasonal changes on the land as they affect humans, animals, and plants,

Plants (science & technology)

–observe plants on the land,

–follow established safety procedures for working with soils and natural materials,

Plant Gathering (science & technology)

–identify and collect plants, e.g., water lily roots, bulrushes, wild onion, and rose buds,

–identify traditional medicinal plants, e.g., cedar, tamarack, willow, balsam fir, and juniper,

--handle plant collecting tools and equipment safely

Waterfowl Hunting (science & technology)

–make willow blinds,

–lay out decoys,

–maintain blinds,

–take down blinds,

–handle guns 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,

–read water currents and signs,

Traditional Cooking (health and physical education and mathematics)

–make baked bannock,

–make fried bannock,

–make bannock on a stick,

–make bannock with raisins,

note: traditional cooking used estimated measurements, e.g., pinch, handful,

Living Well (health and physical education)

–pluck Snow goose,

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

–describe common precautions for preventing accidents and injuries while participating in different types of physical activity,

–apply a decision-making process to assess risks and make safe decisions in a variety of situations,

–develop competence living off the land.

Investigating and communicating required knowledge

By the end of Grade 4, students will:

Cycle of Life (science & technology)

- formulate questions to guide research and clarify information on study topics,
- use primary and secondary sources to locate information about the Omushkego cycle of life,
- use graphic organizers to summarize information, clarify issues, solve problems, and make decisions,
- use media works, oral presentations, written notes and descriptions, and drawings to communicate information about the Omushkego cycle of life,

Plants (science & technology)

- use traditional knowledge or scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs,
- use appropriate Omushkego vocabulary and science and technology terminology including habitat, population, community, adaptation, and food chain, in oral and written communication,
- use a variety of forms to communicate with different audiences and for a variety of purposes,

Plant Gathering (science & technology)

Waterfowl Hunting (science & technology)

Traditional Cooking (health and physical education and mathematics)

Living Well (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 4, students will:

Cycle of Life (science & technology)

- describe ways in which humans are dependent on natural habitats and communities,
- analyse the positive and negative impacts of human interactions with natural habitats and communities, and evaluate ways of minimizing the negative impacts,

- identify reasons for the depletion or extinction of a plant or animal species, evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening,

- make connections between social and environmental concerns of the past and similar concerns of today,

Plants (science & technology)

- describe structural adaptations that allow plants to survive in specific habitats,

- describe ways in which humans are dependent on plants,

Plant Gathering (science & technology)

- successfully identify and collect plants, e.g., water lily roots, bulrushes, wild onion, and rose buds,

Waterfowl Hunting (science & technology)

- successfully build blinds,

- successfully hunt ducks and Snow geese,

Traditional Cooking (health and physical education and mathematics)

- successfully cook different varieties of bannock,

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

Living Well (health and physical education)

- analyse personal food selections through self-monitoring over time, using the criteria in Canada’s First Nations, Inuit, and Metis Food Guide, and develop a simple healthy-eating goal appropriate to their age and activity,

- handle ducks and Snow geese properly,

- handle and prepare bannock properly,

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

- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,

- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,

- practice cultural ways or protocols for showing respect to an elder or cultural resource person,

- practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community.

Grade 4: Freezing Up (November–December)

Overall Expectations

Hide and Line Preparation (science & technology)

- produce line from plants,

Craft Technology (the arts)

- manufacture traditional implements and tools,

Living Well (health and physical education)

- display practices of handling and preparation of line, traditional implements, tools and equipment safely,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 4, students will:

Hide and Line Preparation (science & technology)

–describe the tools and techniques used in line preparation,

Craft Technology (the arts)

–identify the tools and techniques used in craft technology,

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- identify factors that motivate participation in physical activity every day at school, at home, or in their communities,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults.

Developing Omushkego cultural skills

By the end of Grade 4, students will:

Hide and Line Preparation (science & technology)

- make spruce root line,
 - make willow bark or root line for netting and anchors,
- note: store bought lines have replaced plant lines,

Craft Technology (the arts)
traditional implements

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

note: these implements have replaced the more traditional stone tools,

Living Well (health and physical education)

- describe common precautions for preventing accidents and injuries while participating in different types of physical activity,
- apply a decision-making process to assess risks and make safe decisions in a variety of situations,
- develop competence using and making materials from the land.

Investigating and communicating required knowledge

By the end of Grade 4, students will:

Hide and Line Preparation (science & technology)

Craft Technology (the arts)

Living Well (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to

help them interact positively with others, build healthy relationships, and become effective team members.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 4, students will:

Hide and Line Preparation (science & technology)

–successfully produce a variety of lines,

Craft Technology (the arts)

–successfully make traditional implements,

–identify strengths and areas for improvement in their own work and that of others,

–acknowledge that the Omushkego people were skilled crafts people and artisans using natural materials,

–recognize that the Omushkego people adapted tools and products from other nations,

Living Well (health and physical education)

–handle line and traditional implements, tools, and equipment safely,

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

–demonstrate an understanding of factors that contribute to their personal enjoyment of being active,

–demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,

–practice cultural ways or protocols for showing respect to an elder or cultural resource person,

–participate in a contemporary cultural practice or use a cultural product that is directly related to the traditional land identified with the nation,

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

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

Grade 4: Winter (January–February)

Overall Expectations

Fishing (science & technology)

- use techniques of angling and netting fish,

Trapping and Snaring (science & technology)

- describe processes of setting, checking, maintaining, and emptying traps and snares for rabbits, grouse, and ptarmigan,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
 - display practices of handling and preparation of fish, rabbits, grouse, and ptarmigan,
 - display practices of handling and preparation of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear,
 - demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
 - demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being,
 - participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
 - demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
 - follow Omushkego culture and language practices,
 - demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,
- Traditional Storytelling** (language arts)
- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes,
 - use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Specific Expectations

Understanding Omushkego cultural concepts and values

By the end of Grade 4, students will:

Fishing (science & technology)

- identify the techniques and equipment used for angling and netting,

Trapping and Snaring (science & technology)

- describe the techniques and equipment used for trapping and snaring,

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,

- identify ways of promoting healthier food choices in a variety of settings and situations,
- identify factors that motivate participation in physical activity every day at school, at home, or in their communities,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,

Traditional Storytelling (language arts)

- recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- recognize popular stories about personal experiences and reminiscences, local history accounts, and real events,
- demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details,
- make inferences using stated and implied ideas in oral texts,
- identify and describe different forms of traditional legends and stories,
- identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning,
- identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Developing Omushkego cultural skills

By the end of Grade 4, students will:

Fishing (science & technology)

- net pike,
- jig pike with hook and line,
- net ling cod/loche/mariah,
- angle speckled and lake trout with line and hooks,
- set net under ice,
- maintain fish net,
- empty fish net,
- handle fishing equipment safely,
- read ice conditions and signs,

Trapping and Snaring (science & technology)

- trap ptarmigan with fish net bird traps,
- trap ptarmigan with snowshoe traps,
- make bird traps,
- make ptarmigan nooses,
- make ptarmigan hedges,

- set bird traps,
 - check and maintain bird traps,
 - empty and remove bird traps,
 - handle equipment safely,
 - read small game movements and signs,
 - snare rabbit with spring pole and tossing pole snares,
 - set snares,
 - check and maintain snares,
 - empty and remove snares,
 - handle snaring equipment safely,
- note: steel traps have replaced traditional trapping with snares and deadfalls,
Living Well (health and physical education)
- describe common precautions for preventing accidents and injuries while participating in different types of physical activity,
 - apply a decision-making process to assess risks and make safe decisions in a variety of situations,
 - develop competence living off the land,
- Traditional Storytelling** (language arts)
- identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks,
 - listen to traditional stories about legendary or heroic figures, animals, trees, and landscape features,
 - listen to popular stories about personal experiences and reminiscences, local history accounts, and real events,
 - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups,
 - identify a variety of purposes for speaking,
 - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions.

Investigating and communicating required knowledge

By the end of Grade 4, students will:

Fishing (science & technology)

Trapping and Snaring (science & technology)

Living Well (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,

–apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members,

Traditional Storytelling (language arts)

–communicate some elements of legends and stories, e.g., plot, central idea, characters, and setting,

–communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.

Applying Omushkego cultural concepts, skills, and values

By the end of Grade 4, students will:

Fishing (science & technology)

–successfully catch fish,

Trapping and Snaring (science & technology)

–successfully trap and snare rabbits, grouse, and ptarmigan,

Living Well (health and physical education)

–analyse personal food selections through self-monitoring over time, using the criteria in Canada’s First Nations, Inuit, and Metis Food Guide, and develop a simple healthy-eating goal appropriate to their age and activity,

–handle fish, ptarmigan, grouse, and rabbits properly,

–handle fishing, trapping, and snaring tools and equipment safely,

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

–demonstrate an understanding of factors that contribute to their personal enjoyment of being active,

–demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,

–practice cultural ways or protocols for showing respect to an elder or cultural resource person,

–practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community,

Traditional Storytelling (language arts)

–extend understanding of traditional legends and popular stories by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them,

–analyse oral texts and explain how specific elements in them contribute to meaning,

- use their knowledge of the organization and characteristics of different forms of traditional legends and stories as a guide before and during their telling,
- show respectful appreciation during a storytelling presentation.

Grade 5: Cycle of Life

Overall Expectations

By the end of Grade 5, students will:

Spring

Names and Importance of Particular Places (geography and mathematics)

- name and locate the various physical regions of the Omushkegowuk territory and Northern Ontario and identify the chief natural resources of each (**spring**)
- use a variety of resources and tools to determine the influence of physical factors on the economy and culture of the Omushkego people (**spring**)
- identify, analyse, and describe economic and cultural relationships that link Omushkegowuk communities and regions in Ontario (**spring**)
- demonstrate an understanding of and ability to apply appropriate metric prefixes in measurement and estimation activities (**spring**, blooming of the earth, summer, fall, freezing up, winter)

Origins (history)

- explain the origins of Omushkego settlement in Northern Ontario and describe the migration and settlement experiences of the Omushkego people (**spring**)
- use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of Omushkegowuk communities (**spring**)
- identify some themes and personalities from the period and explain their relevance to contemporary Canada (**spring**)

Waterfowl Hunting (science & technology)

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

Small Game Hunting (science & technology)

- demonstrate ways of shooting owls, rabbits, grouse, and ptarmigan (**spring, fall, winter**)
- construct and use bird traps, nooses, and hedges (**spring, fall, winter**)
- set, check, maintain, and empty traps, nooses, and hedges for grouse and ptarmigan (**spring, fall, winter**)

Living Well (health and physical education)

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

- display practices of handling and preparation of ducks, geese, owls, rabbits, grouse, and ptarmigan (**spring, blooming of the earth, summer, fall, freezing up**)
 - demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
 - demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
 - participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)
 - demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
 - follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
 - demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- Traditional Storytelling (language arts)
- listen to cautionary tales and stories told for entertainment in order to understand and respond appropriately in a variety of situations for a variety of purposes (**spring, summer, winter**)
 - use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (**spring, summer, winter**)

Blooming of the Earth

Fish (science & technology)

- identify the location, habitat, physical (anatomy) and behavioural characteristics, life cycle, harvesting times, and uses of fish (spring, **blooming of the earth**, summer, fall, freezing up, **winter**)

Land Use Ethics (geography)

- recognize the importance of conservation (**blooming of the earth**)

Laws and Governance (history)

- explain laws in Ontario as they relate to the Omushkego people (**blooming of the earth**)
- use a variety of resources and tools to investigate laws in Ontario as they relate to the Omushkego people (**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**)

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of fish (**spring, blooming of the earth, summer, fall, freezing up**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to

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

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

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

Summer

Music and Dance (the arts)

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

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

- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts (**summer**)

- apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas (**summer**)

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

- demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts (**summer**)

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

- analyze the changing roles and responsibilities of family members in the community (**summer**)

- identify and compare the ways in which people in various early First Nation communities met their physical and social needs (**summer**)

- use a variety of resources and tools to investigate characteristics of a number of early First Nation communities (**summer**)

Spirituality (religion)

- discover the meaning of living on the land with what the Creator provides or good way of life or milopematisiwin (**summer**)

Fishing Camps (social values)

- participate in a fishing camp (spring, blooming of the earth, **summer**, fall, freezing up, winter)

Living Well (health and physical education)

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

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)

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

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

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

Traditional Storytelling (language arts)

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

- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (**spring, summer, winter**)

Fall

Plants (science & technology)

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

Plant Gathering (science & technology)

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

Waterfowl Hunting (science & technology)

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

Traditional Cooking (health and physical education and mathematics)

- cook different varieties of bannock (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of plants, ducks, geese, plovers, and yellowlegs (**spring, blooming of the earth, summer, fall, freezing up**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong

participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Freezing Up

Hide and Line Preparation (science & technology)

- 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**)
- produce line from plants for various purposes (summer, **freezing up**, fall)

Clothing Preparation (the arts)

- create beadwork and silkwork patterns (**freezing up**)
- manufacture a moss bag and cradleboard cover for a tikinagun (**freezing up**)
- identify and collect beadworking materials and tools (the arts) (**freezing up**)
- manufacture hide and beadworking products (**freezing up**)

Craft Technology (the arts)

- 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**)

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely (**freezing up**),
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal

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

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)

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

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

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

Winter

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**)

Living Well (health and physical education)

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

- display practices of handling and preparation of fish, mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Traditional Storytelling (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes (spring, summer, **winter**)
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (**spring, summer, winter**)

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

Grade 5: Spring (March–April)

Overall Expectations

By the end of Grade 5, students will:

Names and Importance of Particular Places (geography and mathematics)

- name and locate the various physical regions of the Omushkegowuk territory and Northern Ontario and identify the chief natural resources of each,
- use a variety of resources and tools to determine the influence of physical factors on the economy and culture of the Omushkego people,
- identify, analyse, and describe economic and cultural relationships that link Omushkegowuk communities and regions in Ontario,
- demonstrate an understanding of and ability to apply appropriate metric prefixes in measurement and estimation activities,

Origins (history)

- explain the origins of Omushkego settlement in Northern Ontario and describe the migration and settlement experiences of the Omushkego people,
- use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of Omushkegowuk communities,
- identify some themes and personalities from the period and explain their relevance to contemporary Canada,

Waterfowl Hunting (science & technology)

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

Small Game Hunting (science & technology)

- demonstrate ways of shooting owls, rabbits, grouse, and ptarmigan,
- construct and use bird traps, nooses, and hedges,
- set, check, maintain, and empty traps, nooses, and hedges for grouse and ptarmigan,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of ducks, geese, owls, rabbits, grouse, and ptarmigan,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,

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

Traditional Storytelling (language arts)

- listen to cautionary tales and stories told for entertainment in order to understand and respond appropriately in a variety of situations for a variety of purposes,
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 5, students will:

Names and Importance of Particular Places (geography and mathematics)

- explain the concept of a region,
- identify the physical regions of the Omushkegowuk territory and Northern Ontario and describe their characteristics,
- identify Northern Ontario’s major natural resources and their uses and management,
- identify and describe types of communities in each physical region in Northern Ontario,
- describe a variety of exchanges that occur among the communities and region of Ontario,
- relate the physical environment to economic and cultural activities in Northern Ontario,
- locate on a map community boundaries and adjacent communities
- locate on a map of Ontario and label the names of importance of particular places, territorial boundaries (hunting and trapping), and areas,
- use cardinal and intermediate directions, pictorial and non-pictorial symbols, scale, and colour to locate and display geographic information,
- use number and letter grids to locate places on base maps, road maps and in atlases,
- use prefixes in the metric system correctly,
- select the most appropriate standard unit to measure linear dimensions,

Origins (history)

- explain the historical impact of key events on the settlement of the Omushkegowuk communities,
- outline the reasons for Omushkego settlement,
- explain key characteristics of life in Omushkegowuk communities from a variety of perspectives,

Waterfowl Hunting (science & technology)

- describe the techniques of building blinds and calling and shooting ducks and geese,

Small Game Hunting (science & technology)

- identify ways of shooting owls, rabbits, grouse, and ptarmigan,
- describe the techniques of making traps, nooses, and hedges for grouse and ptarmigan,

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- describe how advertising and media influences affect food choices, and explain how these influences can be evaluated to make healthier choices,
- identify factors that can either motivate or make it difficult for people to be physically active every day,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,

Traditional Storytelling (language arts)

- recognize cautionary tales about dangers in the environment,
- recognize and enjoy stories told for entertainment,
- demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details,
- make inferences using stated and implied ideas in the texts as evidence,
- describe a series of events in cautionary tales and stories,
- describe how various elements in a tale or story function,
- identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning,
- identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Developing Omushkego cultural skills

By the end of Grade 5, students will:

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,

Small Game Hunting (science & technology)

- make bird traps,

- make ptarmigan nooses,
- make ptarmigan hedges,
- set bird traps,
- check and maintain bird traps,
- empty and remove bird traps,
- handle equipment safely,
- read small game movements and signs,
- trap owls,
- shoot owls,
- shoot rabbits with a .22,
- shoot grouse and ptarmigan with a .22,
- trap ptarmigan with fish net bird traps,
- trap ptarmigan with snowshoe traps,
- trap grouse and ptarmigan with nets,
- trap grouse and ptarmigan with nooses,
- trap grouse and ptarmigan with hedges.

note: shooting has replaced traditional small bird hunting with traps, nooses, and hedges

Living Well (health and physical education)

- pluck Canada goose,
- pluck grouse, ptarmigan and owls,
- skin rabbits,
- gut and clean grouse, ptarmigan, owls, and rabbits,
- boil grouse, ptarmigan, owls, and rabbits,
- roast grouse, ptarmigan, and rabbits,
- demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities,
- demonstrate the ability to deal with threatening situations by applying appropriate living skills,
- develop competence living off the land,

Traditional Storytelling (language arts)

- identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks,
- listen to cautionary tales about dangers in the environment,
- listen to stories told for entertainment,
- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups,
- identify a variety of purposes for speaking,
- demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.

Investigating and communicating required knowledge

By the end of Grade 5, students will:

Names and Importance of Particular Places (geography and mathematics)

- formulate questions to guide research and clarify information on study topics,
- use primary and secondary sources to locate information about natural resources and their uses,
- use graphic organizers and graphs to sort information, clarify issues, solve problems, and make decisions,
- use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to identify and communicate key information about the regions,
- use appropriate vocabulary to describe their inquiries and observations,
- ask questions to clarify and extend their knowledge of the metric system using appropriate measurement vocabulary,

Origins (history)

- formulate questions to facilitate research on specific topics,
- use a variety of primary and secondary sources to locate relevant cultural information about how the Omushkego people adapted to the land,
- analyse, synthesize, and evaluate historical information,
- describe and analyse conflicting points of view about a series of historical events,
- construct and use a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information,
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs,
- use appropriate vocabulary to describe their inquiries and observations,

Waterfowl Hunting (science & technology)

Small Game Hunting (science & technology)

Living Well (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members,

Traditional Storytelling (language arts)

- communicate the main idea of a tale or story and describe a sequence of events,

- communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form,
- use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 5, students will:

Names and Importance of Particular Places (geography and mathematics)

- identify relationships, in a variety of fields, that link Omushkegowuk communities and Ontario,
- compare two or more regions with respect to their physical environments and exchanges of goods and services,
- identify and describe a cause and effect relationship between the environment and the economy
- describe how technology affects the lives of people in an isolated community in Canada,
- construct maps of transportation routes between local communities within the Omushkegowuk territory,
- prepare various forms of maps, using symbols and legends, to display places, transportation routes, and political boundaries,
- make simple conversions between metric units,

Origins (history)

- illustrate the historical development of their local community,
- prepare and present a biographical sketch of a historical person from their local community or area,

Waterfowl Hunting (science & technology)

- successfully hunt ducks and Canada geese,

Small Game Hunting (science & technology)

- successfully hunt owls, rabbits, grouse, and ptarmigan,

Living Well (health and physical education)

- explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices,
- handle and prepare ducks, geese, owls, rabbits, grouse, and ptarmigan properly,
- handle food preparation tools and equipment safely,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,

- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community,

Traditional Storytelling (language arts)

- extend understanding of cautionary tales and stories told for entertainment by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them,
- analyse oral texts and explain how specific elements in them contribute to meaning,
- use their knowledge of elements of grammar and oral language structures to understand what they have heard,
- show respectful appreciation during a storytelling presentation.

Grade 5: Blooming of the Earth (May–June)

Overall Expectations

By the end of Grade 5, students will:

Fish (science & technology)

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

Land Use Ethics (geography)

- recognize the importance of conservation,

Laws and Governance (history)

- explain laws in Ontario as they relate to the Omushkego people,
- use a variety of resources and tools to investigate laws in Ontario as they relate to the Omushkego people,

Fishing (science & technology)

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

Living Well (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 5, students will:

Fish (science & technology)

- identify the locations of fish within the Omushkegowuk territory,
- describe the habitats of fish within the Omushkegowuk territory,
- recognize and describe the physical and behavioural characteristics of fish,
- compare the characteristics of fish,
- examine the life cycles of fish 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 fish to the Omushkego people,

Land Use Ethics (geography)

–describe nation/community conservation practices that reflect respect for the relationship of animals and humans, such as seasonal ceremonies and hunts, resource management laws,

–give examples of how one’s nation conserves its land or harvest areas,

–outline important ways in which Omushkego society changed over time (e.g., changes in conservation practices) and reasons given for the changes,

Laws and Governance (history)

–describe the structure and components of the provincial government,

–identify provincial laws and regulations and describe how they affect daily life in Omushkegowuk communities,

Fishing (science & technology)

–identify the techniques of making and using fishing equipment,

Living Well (health and physical education)

–appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,

–describe how advertising and media influences affect food choices, and explain how these influences can be evaluated to make healthier choices,

–identify factors that can either motivate or make it difficult for people to be physically active every day,

–participate in group work,

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

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

Developing Omushkego cultural skills

By the end of Grade 5, students will:

Fish (science & technology)

–observe the locations, habitats, characteristics, and life cycles of fish on the land,

Land Use Ethics (geography)

Laws and Governance (history)

Fishing (science & technology)

–angle pike with rod and reel,

–angle walleye with rod and reel,

–angle speckled and lake trout with line and hooks,

–angle sturgeon with hook and line,

–net pike along banks of rivers and mouths of streams with gill nets,

–net sturgeon along banks of rivers and mouths of streams with gill nets,

–net whitefish,

–spear sturgeon, pike, suckers, and whitefish,

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

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 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,

Living Well (health and physical education)

- gut and clean fish,
- boil fish,
- fry fish,
- demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities,
- demonstrate the ability to deal with threatening situations by applying appropriate living skills,
- develop competence living off the land.

Investigating and communicating required knowledge

By the end of Grade 5, students will:

Fish (science & technology)

- formulate questions about and identify the needs of fish 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,

Land Use Ethics (geography)

- formulate questions to guide research and clarify information on conservation practices,
- use primary and secondary sources to locate information about Omushkegowuk and non-Native conservation practices,

- use graphic organizers and graphs to sort information, clarify issues, solve problems, and make decisions,
- use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to identify and communicate key information about Omushkegowuk and non-Native conservation practices,
- use appropriate vocabulary to describe their inquiries and observations,

Laws and Governance (history)

- formulate questions to develop a research focus, e.g., the structure and components of the provincial government and provincial laws and regulations,
- use a variety of primary and secondary sources to locate relevant cultural information about the structure and components of the provincial government and provincial laws and regulations,
- analyse, synthesize, and evaluate information,
- describe and analyse conflicting points of view about provincial laws and regulations that affect the Omushkegowuk communities,
- use graphic organizers and graphs to sort information and make connections,
- use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities,
- use appropriate vocabulary to describe their inquiries and observations,

Fishing (science & technology)

Living Well (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 5, students will:

Fish (science & technology)

- explain the importance of fish as sources of food,
- identify the importance of fish 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,

Land Use Ethics (geography)

–reflect and evaluate their conservation habits and routines in terms of its effect on the environment of the community/nation,

–explain why the conservation of land and water resources is necessary for the Omushkego people,

Laws and Governance (history)

–demonstrate respect for and understanding of the need for laws or regulations that are important to members of the Omushkegowuk nation,

–recognize that laws and regulations are made to help serve the needs of the people,

–make connections between some laws of modern life and similar laws from early First Nations societies,

Fishing (science & technology)

–successfully catch fish,

Living Well (health and physical education)

–explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices,

–handle and prepare fish properly,

–handle food preparation tools and equipment safely,

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

–demonstrate an understanding of factors that contribute to their personal enjoyment of being active,

–demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,

–practice cultural ways or protocols for showing respect to an elder or cultural resource person,

–practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community.

Grade 5: Summer (July–August)

Overall Expectations

By the end of Grade 5, students will:

Music and Dance (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music,
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences,
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts,
- apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas,
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences,
- demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts,

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

- analyze the changing roles and responsibilities of family members in the community,
- identify and compare the ways in which people in various early First Nation communities met their physical and social needs,
- use a variety of resources and tools to investigate characteristics of a number of early First Nation communities,

Spirituality (religion)

- discover the meaning of living on the land with what the Creator provides or good way of life or milopematisiwin,

Fishing Camps (social values)

- participate in a fishing camp,

Living Well (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,

- follow Omushkego culture and language practices,
 - demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,
- Traditional Storytelling** (language arts)
- listen to stories told for entertainment and words of guidance in order to understand and respond appropriately in a variety of situations for a variety of purposes,
 - use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 5, students will:

Music and Dance (the arts)

- identify the type of texture in music from a variety of cultures that they sing, e.g., traditional drum songs or religious songs,
- identify different dances and distinguish between types, e.g., traditional feast dance, duck dance, step dance, square dance,
- identify and describe some of the key influences of music within contemporary culture,
- identify the elements used in the music they perform, listen to, and create, and describe how they are used,
- identify and describe some of the ways in which dance influences popular culture,
- relate stories and characters in their own and others’ dance pieces to personal knowledge and experience,

Fun and Games (health and physical education)

- improve their fitness levels by participating in vigorous physical activities,
- describe the components of physical fitness and relate each component to an appropriate physical activity,

Family Kinship Structures (social studies)

- explain the importance of individuals or families to the history of the community/nation,
- describe daily aspects of life for men, women, and children in their cyclical quest for food in the past,
- outline how social needs were met in early Omushkego families,
- outline important ways in which Omushkego families have changed over time,

Spirituality (religion)

- describe nation/community practices that show respect for spiritual beliefs, e.g., Christian, traditional,
- describe some of the ways in which religion has shaped Omushkego society, e.g., beliefs, events and practices, occupations, buildings,
- relate the physical environment to the cultural activities in the region,
- identify ways in which people with spiritual gifts help others,

Fishing Camps (social values)

–identify the locations of traditional fishing camps within the Omushkegowuk territory,

Living Well (health and physical education)

–appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,

–describe how advertising and media influences affect food choices, and explain how these influences can be evaluated to make healthier choices,

–identify factors that can either motivate or make it difficult for people to be physically active every day,

–participate in group work,

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

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

Traditional Storytelling (language arts)

–recognize stories told for entertainment,

–recognize words of guidance,

–demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details,

–make inferences using stated and implied ideas in the texts as evidence,

–identify and describe different forms of stories and words of guidance,

–identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning,

–identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Developing Omushkego cultural skills

By the end of Grade 5, students will:

Music and Dance (the arts)

–sing familiar traditional drum songs or religious songs, giving particular attention to using suitable dynamics, tempi, and phrasing,

–participate in different dances, e.g., traditional feast dance, duck dance, step dance, square dance,

Fun and Games (health and physical education)

–play traditional games, e.g., stick or double ball, scaling rocks, come to grandmother, cat's cradle, running, and bull roarer,

Family Kinship Structures (social studies)

–listen to, be considerate of, and honour elders, teachers, parents, and cultural teachers,

Spirituality (religion)

–recognize, value, and enjoy their own and others' traditions and beliefs,

Fishing Camps (social values)

- 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 (health and physical education)

- demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities,
- demonstrate the ability to deal with threatening situations by applying appropriate living skills,
- develop competence living on the land,

Traditional Storytelling (language arts)

- identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks,
- listen to and enjoy stories told for entertainment,
- listen to words of guidance,
- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups,
- identify a variety of purposes for speaking,
- demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.

Investigating and communicating required knowledge

By the end of Grade 5, students will:

Music and Dance (the arts)

- sing and/or play, in tune, from musical notation, unison and two-part music with accompaniments, from a wide variety of cultures, styles, and historical periods,
- express detailed personal responses to musical performances in a variety of ways,
- identify the elements of dance used in their own and others' dance pieces and explain how they help communicate a message,
- use dance as a language to explore, interpret, and communicate ideas derived from a variety of literature sources,
- use movement in the choreographic form call and response in a variety of ways when creating dance pieces,
- use the element of relationship in short dance pieces to communicate an idea,

Family Kinship Structures (social studies)

- formulate questions to develop a research focus,

- use primary and secondary sources to locate information about Omushkego people and the daily aspects of life for men, women, and children in their cyclical quest for food in the past,
- analyse, synthesize, and evaluate information,
- use graphic organizers and graphs to sort information and make connections,
- use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about past and present life in Omushkego families,

–use appropriate vocabulary to describe their inquiries and observations,

Spirituality (religion)

- formulate questions to guide research and clarify information on spiritual beliefs,
- use primary and secondary sources to locate information about Christian and traditional Omushkego beliefs,
- use graphic organizers to summarize information, clarify issues, solve problems, and make decisions,
- use media works, oral presentations, written notes and descriptions, and drawings to communicate information about Christian and traditional Omushkego beliefs,
- use appropriate vocabulary to describe their inquiries and observations,

Fun and Games (health and physical education)

Fishing Camps (social values)

Living Well (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members,

Traditional Storytelling (language arts)

- communicate the main idea of a story or words of guidance and describe a sequence of events,
- communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form,
- identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts,

–use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 5, students will:

Music and Dance (the arts)

- practice traditional drum songs or religious songs,
- practice a traditional feast dance, duck dance, step dance, or square dance,
- evaluate a dance performance, with reference to their own experiences,
- identify the function of dance in their community,
- demonstrate an awareness of the use of music and musical instruments in various traditions, from early times to today,
- apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect,
- identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members,
- translate into movement sequences a variety of images and ideas from other classroom subjects, including the arts,
- describe, with teacher guidance, dance forms and styles that reflect the beliefs and traditions of diverse communities, times, and places,
- identify and give examples of their strengths and areas for growth as dance creators and audience members,

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

- make connections between some aspects of modern family life in their own community and similar aspects from early Omushkego families,
- use artistic expression to re-create or respond to imaginative works from the past,
- participate in practices of the Omushkego culture that relates to adolescents in particular,
- determine positive and negative effects of human alteration of the landscape,

Spirituality (religion)

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

Fishing Camps (social values)

- successfully participate in fishing camp activities,

Living Well (health and physical education)

- explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices,
- handle and prepare fish properly,
- handle food preparation tools and equipment safely,

- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community,

Traditional Storytelling (language arts)

- extend understanding of stories told for entertainment or words of guidance by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them,
- analyse oral texts and explain how specific elements in them contribute to meaning,
- use their knowledge of elements of grammar and oral language structures to understand what they have heard,
- show respectful appreciation during a storytelling presentation.

Grade 5: Fall (September–October)

Overall Expectations

By the end of Grade 5, students will:

Plants (science & technology)

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

Plant Gathering (science & technology)

- show methods of collecting plants,

Waterfowl Hunting (science & technology)

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

Traditional Cooking (health and physical education and mathematics)

- cook different varieties of bannock,
- estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of plants, ducks, and geese, plovers, and yellowlegs,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 5, students will:

Plants (science & technology)

- classify plants they have observed in local habitats according to similarities and differences,
- recognize that plants live in specific habitats because they are dependent on those habitats and have adapted to them,
- recognize that humans can affect plants and plant populations,
- demonstrate an understanding of why all habitats have limits to the number of plants and animals they can support,
- describe contemporary cultural practices and products of a nation connected to the land and water which give the nation its own identity,
- Plant Gathering** (science & technology)
- describe the techniques of collecting plants,
- Waterfowl Hunting** (science & technology)
- describe the techniques of building blinds and calling and shooting ducks, geese, plovers, and yellowlegs,
- Traditional Cooking** (health and physical education and mathematics)
- identify ingredients and equipment used to make bannock,
- describe methods used to cook bannock,
- use prefixes in the metric system correctly,
- distinguish between estimated and precise measurements and know when each kind is required,
- select and justify the most appropriate standard unit to measure mass and the most appropriate standard unit to measure the capacity of a container,
- measure capacity, volume, and mass using the most appropriate standard unit,
- Living Well** (health and physical education)
- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- describe how advertising and media influences affect food choices, and explain how these influences can be evaluated to make healthier choices,
- identify factors that can either motivate or make it difficult for people to be physically active every day,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults.

Developing Omushkego cultural skills

By the end of Grade 5, students will:

Plants (science & technology)

- observe plants on the land,
- follow established safety procedures for working with soils and natural materials,

Plant Gathering (science & technology)

- identify and collect plants, e.g., water lily roots, bulrushes, wild onion, and rose buds,
- identify traditional medicinal plants, e.g., cedar, tamarack, willow, balsam fir, and juniper,
- handle plant collecting tools and equipment safely

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,

Traditional Cooking (health and physical education and mathematics)

- make baked bannock,
- make fried bannock,
- make bannock on a stick,
- make bannock with raisins,

note: traditional cooking used estimated measurements, e.g., pinch, handful,

Living Well (health and physical education)

- pluck Snow goose,
- handle major meat foods properly, e.g., Snow geese and ducks,
- handle plants properly,
- demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities,
- demonstrate the ability to deal with threatening situations by applying appropriate living skills,
- develop competence living off the land.

Investigating and communicating required knowledge

By the end of Grade 5, students will:

Plants (science & technology)

- use traditional knowledge or scientific inquiry/research skills to investigate ways in which humans and loss of natural habitats affect plants and animals,

- compile data gathered through investigation in order to record and present results, using tally charts, tables, and labelled graphs produced by hand or with a computer,
- use appropriate Omushkego vocabulary and correct science and technology terminology in describing their investigations, explorations, and observations,
- use a variety of forms to communicate with different audiences and for a variety of purposes,

Plant Gathering (science & technology)

Waterfowl Hunting (science & technology)

Traditional Cooking (health and physical education and mathematics)

Living Well (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 5, students will:

Plants (science & technology)

- describe ways in which humans can affect plants,
- show the effects on plants of the loss of their natural habitats,
- explain why changes in the environment have a greater impact on specialized species than on generalized species,

Plant Gathering (science & technology)

- successfully identify and collect plants, e.g., water lily roots, bulrushes, wild onion, and rose buds,

Waterfowl Hunting (science & technology)

- successfully hunt ducks, Snow geese, plovers, and yellowlegs,

Traditional Cooking (health and physical education and mathematics)

- successfully cook different varieties of bannock,
- select the most appropriate standard unit to measure capacity, volume, and mass,

Living Well (health and physical education)

- explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices,
- handle and prepare plants, ducks, and geese, plovers, and yellowlegs properly,
- handle and prepare bannock properly,
- handle food preparation tools and equipment safely,

- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community.

Grade 5: Freezing Up (November–December)

Overall Expectations

By the end of Grade 5, students will:

Hide and Line Preparation (science & technology)

- clean, stretch, and prepare various fur bearers,
- prepare moose hide,
- make moose and caribou rawhide,
- make sinew line from moose or caribou tendons,
- produce line from plants for various purposes,

Clothing Preparation (the arts)

- create beadwork and silkwork patterns,
- manufacture a moss bag and cradleboard cover for a tikinagun,
- identify and collect beadworking materials and tools,
- manufacture hide and beadworking products,

Craft Technology (the arts)

- 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,

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 5, students will:

Hide and Line Preparation (science & technology)

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

Clothing Preparation (the arts)

- recognize the tools and techniques used in clothing preparation,

Craft Technology (the arts)

- identify the tools and techniques used in craft technology,

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- describe how advertising and media influences affect food choices, and explain how these influences can be evaluated to make healthier choices,
- identify factors that can either motivate or make it difficult for people to be physically active every day,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults.

Developing Omushkego cultural skills

By the end of Grade 5, students will:

Hide and Line Preparation (science & technology)

- 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,
 - handle hide preparation tools and equipment safely,
 - make willow bark or root line,
 - make spruce root line,
 - manufacture grass line,
 - make willow bark or root line for netting and anchors,
- note: store bought lines have replaced animal and plant lines

Clothing Preparation (the arts)

- identify and collect clothing preparation tools and equipment,
- create coloured beadwork in floral pattern or geometrical designs,
- create silkwork in floral pattern or geometrical designs,
- handle clothing preparation tools and equipment safely,

- make moss bag,
- produce cradleboard cover,

Craft Technology (the arts)
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 sling shot,
- 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,

specific traditional implements activities (fall, winter, and spring)

- 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,

Living Well (health and physical education)

- demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities,
- demonstrate the ability to deal with threatening situations by applying appropriate living skills,
- develop competence using and making materials from the land.

Investigating and communicating required knowledge

By the end of Grade 5, students will:

Hide and Line Preparation (science & technology)

Clothing Preparation (the arts)

Craft Technology (the arts)

- describe how the repetition of elements is used to create rhythm,
- identify the area of emphasis in a work of art,
- use appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect,
- produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences,
- describe their plan for a work of art, how they will research their subject matter, select the appropriate form and media, and use the elements and principles of design to solve the artistic problems in the work,
- identify strengths and areas for improvement in their own work and that of others,
- describe how artists representing a variety of historical periods, styles, and cultures have used the elements and principles of design to create a specific effect,
- explain how principles of design are used to organize a work, communicate feelings, and convey ideas, using appropriate vocabulary and terminology,
- 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,

Living Well (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to

help them interact positively with others, build healthy relationships, and become effective team members.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 5, students will:

Hide and Line Preparation (science & technology)

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

Clothing Preparation (the arts)

- successfully manufacture a variety of cloth products, e.g., moss bag, cradleboard cover,
- 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,

Craft Technology (the arts)

- successfully make 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,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,

- practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community.

Grade 5: Winter (January–February)

Overall Expectations

By the end of Grade 5, students will:

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,

Living Well (health and physical education)

- 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, and black bear,
 - demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
 - demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being,
 - participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
 - demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
 - follow Omushkego culture and language practices,
 - demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,
- Traditional Storytelling** (language arts)
- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes,
 - use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Specific Expectations

Understanding Omushkego cultural concepts and values

By the end of Grade 5, students will:

Fishing (science & technology)

- identify the techniques and equipment used for angling and netting,

Trapping and Snaring (science & technology)

- describe the techniques and equipment used for trapping and snaring,

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- describe how advertising and media influences affect food choices, and explain how these influences can be evaluated to make healthier choices,
- identify factors that can either motivate or make it difficult for people to be physically active every day,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,

Traditional Storytelling (language arts)

- recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- recognize popular stories about personal experiences and reminiscences, local history accounts, and real events,
- demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details,
- make inferences using stated and implied ideas in the texts as evidence,
- describe a series of events in a legend or story,
- describe how various elements in a legend or story function,
- identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning,
- identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Developing Omushkego cultural skills

By the end of Grade 5, students will:

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), beaver,

–red squirrel with wire snares or steel traps,

–trap beaver using chisel technique,

note: steel traps have replaced traditional trapping with snares and deadfalls,

Living Well (health and physical education)

–demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities,

–demonstrate the ability to deal with threatening situations by applying appropriate living skills,

–develop competence living off the land,

Traditional Storytelling (language arts)

–identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks,

–listen to traditional stories about legendary or heroic figures, animals, trees, and landscape features,

–listen to popular stories about personal experiences and reminiscences, local history accounts, and real events,

–demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups,

–identify a variety of purposes for speaking,

–demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.

Investigating and communicating required knowledge

By the end of Grade 5, students will:

Fishing (science & technology)

Trapping and Snaring (science & technology)

Living Well (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members,

Traditional Storytelling (language arts)

- communicate the main idea of the story and describe a sequence of events,
- communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form,
- use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience.

Applying Omushkego cultural concepts, skills, and values

By the end of Grade 5, students will:

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,

Living Well (health and physical education)

- explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food 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,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,

- behave in culturally appropriate ways when learning from culture,
- reflect on the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community,

Traditional Storytelling (language arts)

- extend understanding of traditional legends and popular stories by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them,
- analyse oral texts and explain how specific elements in them contribute to meaning,
- use their knowledge of elements of grammar and oral language structures to understand what they have heard,
- show respectful appreciation during a storytelling presentation.

Grade 6: Cycle of Life

Overall Expectations

By the end of Grade 6, students will:

Spring

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

- identify the location, habitat, physical (anatomy) and behavioural characteristics, tracks, life cycle, harvesting times, and uses of waterfowl, other birds, and small game animals, e.g., Canada geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), grouse, and ptarmigan (small game) (**spring, fall**)

Names and Importance of Particular Places (geography and mathematics)

- name and locate the various physical regions of the Ojibwe territory and Northern Ontario and identify the chief natural resources of each (**spring**)
- use a variety of resources and tools to determine the influence of physical factors on the economy and culture of the Ojibwe people (**spring**)
- identify, analyse, and describe economic and cultural relationships that link Ojibwe communities and regions in Ontario (**spring**)
- demonstrate an understanding of and ability to apply appropriate metric prefixes in measurement and estimation activities (**spring**, blooming of the earth, summer, fall, freezing up, winter)

Origins (history)

- explain the origins of First Nation settlement in Ontario and describe the migration and settlement experiences of these people (**spring**)
- use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of First Nation communities (**spring**)
- identify some themes and personalities from the period and explain their relevance to contemporary Canada (**spring**)

Waterfowl Hunting (science & technology)

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

Small Game Hunting (science & technology)

- demonstrate ways of shooting owls, rabbits, grouse, and ptarmigan (**spring, fall, winter**)
- construct and use bird traps, nooses, and hedges (**spring, fall, winter**)

- set, check, maintain, and empty traps, nooses, and hedges for grouse and ptarmigan (**spring**, fall, winter)

Living Well (health and physical education)

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

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

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

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)

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

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

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

Traditional Storytelling (language arts)

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

- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (**spring, summer, winter**)

Blooming of the Earth

Land Use Ethics (geography)

- recognize the importance of conservation (**blooming of the earth**)

Laws and Governance (history)

- explain laws in Canada as they relate to the Omushkego people (**blooming of the earth**)
- use a variety of resources and tools to investigate laws in Canada as they relate to the Omushkego people (**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**)

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of fish (**spring, blooming of the earth, summer, fall, freezing up**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

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

Summer

Music and Dance (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music (**summer**)
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences (**summer**)
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts (**summer**)
- apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas (**summer**)
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences (**summer**)
- demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts (**summer**)

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

- analyze the changing roles and responsibilities of family members in the community (**summer**)

Spirituality (religion)

- discover the meaning of living on the land with what the Creator provides or good way of life or milopematisiwin (**summer**)

Fishing Camps (social values)

- participate in a fishing camp (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Living Well (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Traditional Storytelling (language arts)

- listen to stories told for entertainment and words of guidance in order to understand and respond appropriately in a variety of situations for a variety of purposes (spring, **summer, winter**)
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (**spring, summer, winter**)

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

- identify the location, habitat, physical (anatomy) and behavioural characteristics, tracks, life cycle, harvesting times, and uses of waterfowl, other birds, and small game animals, e.g., Snow geese, ducks, plovers, yellowlegs, (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker,

crane, loon, crow, swallow (other birds), grouse, and ptarmigan (small game)(**spring, fall**)

Plants (science & technology)

- assess human impacts on biodiversity, and identify ways of preserving biodiversity (**fall**)
- investigate the characteristics of living things, and classify diverse organisms according to specific characteristics (**fall**)
- demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans (**fall**)

Plant Gathering (science & technology)

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

Waterfowl Hunting (science & technology)

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

Traditional Cooking (health and physical education and mathematics)

- cook different varieties of bannock (spring, blooming of the earth, summer, **fall**, freezing up, winter)
- demonstrate an understanding of the relationship between estimated and precise measurements, and determine and justify when each kind is appropriate (spring, blooming of the earth, summer, **fall**, freezing up, winter)
- estimate, measure, and record length, area, mass, capacity, and volume, using the metric measurement system (spring, blooming of the earth, summer, **fall**, freezing up, winter)

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of plants, ducks, geese, plovers, and yellowlegs (**spring, blooming of the earth, summer, fall, freezing up**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and

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

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Freezing Up

Hide and Line Preparation (science & technology)

- 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**)
- produce line from plants for various purposes (summer, **freezing up**, fall)

Clothing Preparation (the arts)

- create beadwork and silkwork patterns (**freezing up**)
- manufacture a moss bag and cradleboard cover for a tikinagun (**freezing up**)
- identify and collect beadworking materials and tools (the arts) (**freezing up**)
- manufacture hide and beadworking products (**freezing up**)

Craft Technology (the arts)

- 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**)

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely (**freezing up**),
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Winter**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**)

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of fish, mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Traditional Storytelling (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes (spring, summer, **winter**)
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (**spring, summer, winter**)

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

Grade 6: Spring (March–April)

Overall Expectations

By the end of Grade 6, students will:

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

- identify the location, habitat, physical (anatomy) and behavioural characteristics, tracks, life cycle, harvesting times, and uses of waterfowl, other birds, and small game animals, e.g., Canada geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), grouse, and ptarmigan (small game),

Names and Importance of Particular Places (geography and mathematics)

- name and locate the various physical regions of the Omushkegowuk territory and Northern Ontario and identify the chief natural resources of each,
- use a variety of resources and tools to determine the influence of physical factors on the economy and culture of the Omushkego people,
- identify, analyse, and describe economic and cultural relationships that link Omushkegowuk communities and regions in Ontario,
- demonstrate an understanding of and ability to apply appropriate metric prefixes in measurement and estimation activities,

Origins (history)

- explain the origins of First Nation settlement in Ontario and describe the migration and settlement experiences of these people,
- use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of First Nation communities,
- identify some themes and personalities from the period and explain their relevance to contemporary Canada,

Waterfowl Hunting (science & technology)

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

Small Game Hunting (science & technology)

- demonstrate ways of shooting owls, rabbits, grouse, and ptarmigan,
- construct and use bird traps, nooses, and hedges,
- set, check, maintain, and empty traps, nooses, and hedges for grouse and ptarmigan,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of ducks, geese, owls, rabbits, grouse, and ptarmigan,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,

Traditional Storytelling (language arts)

- listen to cautionary tales and stories told for entertainment in order to understand and respond appropriately in a variety of situations for a variety of purposes,
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 6, students will:

Waterfowl, Birds, and Small Game Animals—Grouse and Ptarmigan (science & technology)

- identify the locations of waterfowl, other birds, and small game animals, e.g., Canada geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), grouse, and ptarmigan (small game) within the Omushkegowuk territory,
- describe the habitats of waterfowl, other birds, and small game animals within the Omushkegowuk territory,
- recognize and describe the physical and behavioural characteristics of waterfowl, other birds, and small game animals,
- compare the characteristics of waterfowl, other birds, and small game animals including their tracks,
- examine the life cycles of waterfowl, other birds, and small game animals 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 waterfowl, other birds, and small game animals to the Omushkego people,

Names and Importance of Particular Places (geography and mathematics)

- explain the concept of a region,
- identify the physical regions of the Omushkegowuk territory and Northern Ontario and describe their characteristics,
- identify Northern Ontario’s major natural resources and their uses and management,
- identify and describe types of communities in each physical region in Northern Ontario,

- describe a variety of exchanges that occur among the communities and region of Ontario,
- relate the physical environment to economic and cultural activities in Northern Ontario,
- locate on a map community boundaries and adjacent communities
- locate on a map of Ontario and label the names of importance of particular places, territorial boundaries (hunting and trapping), and areas,
- use cardinal and intermediate directions, pictorial and non-pictorial symbols, scale, and colour to locate and display geographic information,
- use number and letter grids to locate places on base maps, road maps and in atlases,
- use prefixes in the metric system correctly,
- select the most appropriate standard unit to measure linear dimensions,

Origins (history)

- examine various theories about the origins of First Nation and Inuit peoples in North America,
- explain the historical impact of key events on the settlement of selected First Nation communities in Ontario,
- outline the reasons for First Nation settlement in Ontario,
- explain key characteristics of life in selected First Nation communities from a variety of perspectives,

Waterfowl Hunting (science & technology)

- describe the techniques of building blinds and calling and shooting ducks and geese,

Small Game Hunting (science & technology)

- identify ways of shooting owls, rabbits, grouse, and ptarmigan,
- describe the techniques of making traps, nooses, and hedges for grouse and ptarmigan,

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- explain how healthy eating and active living work together to improve a person’s general health and well-being,
- describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,

Traditional Storytelling (language arts)

- recognize cautionary tales about dangers in the environment,
- recognize and enjoy stories told for entertainment,
- demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways,

- interpret oral texts by using stated and implied ideas from the texts,
- describe a series of events in cautionary tales and stories,
- describe how various elements in a tale or story function,
- identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning,
- identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Developing Omushkego cultural skills

By the end of Grade 6, students will:

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

- observe the locations, habitats, characteristics, and life cycles of waterfowl, other birds, and small game animals on the land,

Names and Importance of Particular Places (geography and mathematics)

Origins (history)

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,

Small Game Hunting (science & technology)

- make bird traps,
- make ptarmigan nooses,
- make ptarmigan hedges,
- set bird traps,
- check and maintain bird traps,
- empty and remove bird traps,
- handle equipment safely,
- read small game movements and signs,
- trap owls,
- shoot owls,
- shoot rabbits with a .22,
- shoot grouse and ptarmigan with a .22,

- trap ptarmigan with fish net bird traps,
- trap ptarmigan with snowshoe traps,
- trap grouse and ptarmigan with nets,
- trap grouse and ptarmigan with nooses,
- trap grouse and ptarmigan with hedges.

note: shooting has replaced traditional small bird hunting with traps, nooses, and hedges

Living Well (health and physical education)

- pluck Canada goose,
- pluck grouse, ptarmigan and owls,
- skin rabbits,
- gut and clean grouse, ptarmigan, owls, and rabbits,
- boil grouse, ptarmigan, owls, and rabbits,
- roast grouse, ptarmigan, and rabbits,
- describe appropriate methods for treating minor injuries that may occur while participating in physical activity,
- apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink,
- develop competence living off the land,

Traditional Storytelling (language arts)

- identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks,
- listen to cautionary tales about dangers in the environment,
- listen to stories told for entertainment,
- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups,
- identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form,
- demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.

Investigating and communicating required knowledge

By the end of Grade 6, students will:

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

- formulate questions about and identify the needs of waterfowl, other birds, and small game animals 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,

Names and Importance of Particular Places (geography and mathematics)

- formulate questions to guide research and clarify information on study topics,

- use primary and secondary sources to locate information about natural resources and their uses,

- use graphic organizers and graphs to sort information, clarify issues, solve problems, and make decisions,

- use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to identify and communicate key information about the regions,

- use appropriate vocabulary to describe their inquiries and observations,

- ask questions to clarify and extend their knowledge of the metric system using appropriate measurement vocabulary,

Origins (history)

- formulate questions to facilitate research on specific topics,

- use a variety of primary and secondary sources to locate relevant cultural information about how the Omushkego people adapted to the land,

- analyse, synthesize, and evaluate historical information,

- describe and analyse conflicting points of view about a series of historical events,

- construct and use a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information,

- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs,

- use appropriate vocabulary to describe their inquiries and observations,

Waterfowl Hunting (science & technology)

Small Game Hunting (science & technology)

Living Well (health and physical education)

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

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

- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,

- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members,

Traditional Storytelling (language arts)

- communicate the main idea of a tale or story and describe a sequence of events,
- communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information,
- use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 6, students will:

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

- explain the importance of waterfowl, other birds, and small game animals as sources of food,
- identify the importance of waterfowl, other birds, and small game animals 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,

Names and Importance of Particular Places (geography and mathematics)

- identify relationships, in a variety of fields, that link Omushkegowuk communities and Ontario,
- compare two or more regions with respect to their physical environments and exchanges of goods and services,
- identify and describe a cause and effect relationship between the environment and the economy
- describe how technology affects the lives of people in an isolated community in Canada,
- construct maps of transportation routes between local communities within the Omushkegowuk territory,
- prepare various forms of maps, using symbols and legends, to display places, transportation routes, and political boundaries,
- make simple conversions between metric units,

Origins (history)

- illustrate the historical development of a First Nation community in Ontario,
- prepare and present a biographical sketch of a historical person from Ontario,

Waterfowl Hunting (science & technology)

- successfully hunt ducks and Canada geese,

Small Game Hunting (science & technology)

- successfully hunt owls, rabbits, grouse, and ptarmigan,

Living Well (health and physical education)

- apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices,
- handle and prepare ducks, geese, owls, rabbits, grouse, and ptarmigan properly,
- handle food preparation tools and equipment safely,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community,

Traditional Storytelling (language arts)

- extend understanding of cautionary tales and stories told for entertainment by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them,
- analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information,
- use their knowledge of elements of grammar and oral language structures to understand what they have heard,
- show respectful appreciation during a storytelling presentation.

Grade 6: Blooming of the Earth

(May–June)

Overall Expectations

By the end of Grade 6, students will:

Land Use Ethics (geography)

- recognize the importance of conservation,

Laws and Governance (history)

- explain laws in Canada as they relate to the Omushkego people,
- use a variety of resources and tools to investigate laws in Canada as they relate to the Omushkego people,

Fishing (science & technology)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of fish,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 6, students will:

Land Use Ethics (geography)

- describe nation/community conservation practices that reflect respect for the relationship of animals and humans, such as seasonal ceremonies and hunts, resource management laws,
- give examples of how one’s nation conserves its land or harvest areas,
- outline important ways in which Omushkego society changed over time (e.g., changes in conservation practices) and reasons given for the changes,

Laws and Governance (history)

- describe the structure and components of the federal government,
- identify federal laws and regulations that affect the Omushkegowuk communities,

Fishing (science & technology)

- identify the techniques of making and using fishing equipment,

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,

- explain how healthy eating and active living work together to improve a person’s general health and well-being,

- describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities,

- participate in group work,

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

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

Developing Omushkego cultural skills

By the end of Grade 6, students will:

Land Use Ethics (geography)**Laws and Governance** (history)**Fishing** (science & technology)

- angle pike with rod and reel,

- angle walleye with rod and reel,

- angle speckled and lake trout with line and hooks,

- angle sturgeon with hook and line,

- net pike along banks of rivers and mouths of streams with gill nets,

- net sturgeon along banks of rivers and mouths of streams with gill nets,

- net whitefish,

- spear sturgeon, pike, suckers, and whitefish,

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

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 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,

Living Well (health and physical education)

- gut and clean fish,
- boil fish,
- fry fish,
- describe appropriate methods for treating minor injuries that may occur while participating in physical activity,
- apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink,
- develop competence living off the land.

Investigating and communicating required knowledge

By the end of Grade 6, students will:

Land Use Ethics (geography)

- formulate questions to guide research and clarify information on conservation practices,
- use primary and secondary sources to locate information about Omushkegowuk and non-Native conservation practices,
- use graphic organizers and graphs to sort information, clarify issues, solve problems, and make decisions,
- use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to identify and communicate key information about Omushkegowuk and non-Native conservation practices,
- use appropriate vocabulary to describe their inquiries and observations,

Laws and Governance (history)

- formulate questions to develop a research focus, e.g., the structure and components of the federal government and provincial laws and regulations,
- use a variety of primary and secondary sources to locate relevant cultural information about the structure and components of the federal government and federal laws and regulations,
- analyse, synthesize, and evaluate information,
- describe and analyse conflicting points of view about federal laws and regulations that affect the Omushkegowuk communities,
- use graphic organizers and graphs to sort information and make connections,
- use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about Omushkegowuk communities,
- use appropriate vocabulary to describe their inquiries and observations,

Fishing (science & technology)

Living Well (health and physical education)

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

- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 6, students will:

Land Use Ethics (geography)

- reflect and evaluate their conservation habits and routines in terms of its effect on the environment of the community/nation,
- explain why the conservation of land and sea resources is necessary for the Omushkego people,

Laws and Governance (history)

- demonstrate respect for and understanding of the need for laws or regulations that are important to members of the Omushkegowuk nation,
- recognize that laws and regulations are made to help serve the needs of the people,
- make connections between some laws of modern life and similar laws in Omushkegowuk communities,

Fishing (science & technology)

- successfully catch fish,

Living Well (health and physical education)

- apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices,
- handle and prepare fish properly,
- handle food preparation tools and equipment safely,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community.

Grade 6: Summer (July–August)

Overall Expectations

By the end of Grade 6, students will:

Music and Dance (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music,
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences,
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts,
- apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas,
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences,
- demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts,

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

- describe characteristics of First Nation cultures across Canada, including their close relationships with the natural environment,
- use a variety of resources and tools to investigate issues and points of view,

Spirituality (religion)

- discover the meaning of living on the land with what the Creator provides or good way of life or *milopematisiwin*,

Fishing Camps (social values)

- participate in a fishing camp,

Living Well (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,

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

Traditional Storytelling (language arts)

- listen to stories told for entertainment and words of guidance in order to understand and respond appropriately in a variety of situations for a variety of purposes,
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 6, students will:

Music and Dance (the arts)

- identify the type of texture in music from a variety of cultures that they sing, e.g., traditional drum songs or religious songs,
- identify different dances and distinguish between types, e.g., traditional feast dance, duck dance, step dance, square dance,
- identify and describe ways in which pop culture and the media influence our awareness, understanding, and appreciation of dance,
- identify the elements used in the music they perform, listen to, and create, and describe how they are used,
- identify and describe some of the ways in which dance influences popular culture,
- construct personal interpretations of dance pieces that depict stories, issues, and themes, and explain their interpretations, using dance terminology,

Fun and Games (health and physical education)

- improve their fitness levels by participating in vigorous physical activities,
- describe the components of physical fitness and relate each component to an appropriate physical activity,

Family Kinship Structures (social studies)

- explain the importance of families or family groups to the history of the community/nation,
- compare key social and cultural characteristics of Algonquian and Iroquoian groups,

Spirituality (religion)

- describe nation/community practices that show respect for spiritual beliefs, e.g., Christian, traditional,
- describe some of the ways in which religion has shaped Omushkego society, e.g., beliefs, events and practices, occupations, buildings,
- relate the physical environment to the cultural activities in the region,
- identify ways in which people with spiritual gifts help others,

Fishing Camps (social values)

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

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- explain how healthy eating and active living work together to improve a person’s general health and well-being,
- describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,

Traditional Storytelling (language arts)

- recognize stories told for entertainment,
- recognize words of guidance,
- demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways,
- interpret oral texts by using stated and implied ideas from the texts,
- identify and describe different forms of stories and words of guidance,
- identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning,
- identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Developing Omushkego cultural skills

By the end of Grade 6, students will:

Music and Dance (the arts)

- sing familiar traditional drum songs or religious songs, giving particular attention to using suitable dynamics, tempi, and phrasing,
- participate in different dances, e.g., traditional feast dance, duck dance, step dance, square dance,

Fun and Games (health and physical education)

- play traditional games, e.g., stick or double ball, scaling rocks, come to grandmother, cat’s cradle, running, and bull roarer,

Family Kinship Structures (social studies)

- listen to, be considerate of, and honour elders, teachers, parents, and cultural teachers,

Spirituality (religion)

- recognize, value, and enjoy their own and others’ traditions and beliefs,

Fishing Camps (social values)

- 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 (health and physical education)
- describe appropriate methods for treating minor injuries that may occur while participating in physical activity,
- apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink,
- develop competence living on the land,
Traditional Storytelling (language arts)
- identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks,
- listen to and enjoy stories told for entertainment,
- listen to words of guidance,
- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups,
- identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form,
- demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.

Investigating and communicating required knowledge

By the end of Grade 6, students will:

Music and Dance (the arts)

- sing and/or play, in tune, from musical notation, unison and two-part music with accompaniments, from a wide variety of cultures, styles, and historical periods,
- express detailed personal responses to musical performances in a variety of ways,
- analyse, using dance vocabulary, how the elements of dance are used in their own and others’ dance pieces and explain how they help communicate messages and ideas,
- use dance as a language to interpret and depict central themes in literature,
- use guided improvisation in a variety of ways as a starting point for choreography,
- combine the elements of dance in different ways to communicate a variety of ideas,

Family Kinship Structures (social studies)

- formulate questions with a statement of purpose to develop research plans,
- use primary and secondary sources to locate information about some present-day issues concerning Omushkego peoples,
- select relevant resources and identify their point of view,
- use and construct a variety of graphic organizers to clarify and interpret information,

–observe bibliographic conventions, use media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs to communicate the results of inquiries,

–use appropriate vocabulary to describe their inquiries and observations,

Spirituality (religion)

–formulate questions to guide research and clarify information on spiritual beliefs,

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

–use graphic organizers to summarize information, clarify issues, solve problems, and make decisions,

–use media works, oral presentations, written notes and descriptions, and drawings to communicate information about Christian and traditional Omushkego beliefs,

–use appropriate vocabulary to describe their inquiries and observations,

Fun and Games (health and physical education)

Fishing Camps (social values)

Living Well (health and physical education)

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

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

–communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,

–apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members,

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

Traditional Storytelling (language arts)

–communicate the main idea of a story or words of guidance and describe a sequence of events,

–communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information,

–identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts,

–use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 6, students will:

Music and Dance (the arts)

- practice traditional drum songs or religious songs,
- practice a traditional feast dance, duck dance, step dance, or square dance,
- evaluate a dance performance, with reference to their own experiences,
- identify the function of dance in their community,
- compare some aspects of the music of one culture and/or historical period with aspects of the music of another culture and/or historical period,
- apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect,
- identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members,
- incorporate the use of props and materials into dance pieces they create,
- describe, with teacher guidance, types of dances used among Aboriginal peoples in the past and the present that express aspects of their cultural identity,
- identify and give examples of their strengths and areas for growth as choreographers and audience members,

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

- identify some present-day issues concerning Omushkego peoples,
- identify achievements and contributions of Omushkego people in present-day Canada,
- participate in practices of the Omushkego culture that relates to adolescents in particular,
- describe the attitude to the environment of various First Nation groups,

Spirituality (religion)

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

Fishing Camps (social values)

- successfully participate in fishing camp activities,

Living Well (health and physical education)

- apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices,
- handle and prepare fish properly,
- handle food preparation tools and equipment safely,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,

- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community,

Traditional Storytelling (language arts)

- extend understanding of stories told for entertainment or words of guidance by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them,
- analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information,
- use their knowledge of elements of grammar and oral language structures to understand what they have heard,
- show respectful appreciation during a storytelling presentation.

Grade 6: Fall (September–October)

Overall Expectations

By the end of Grade 6, students will:

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

- identify the location, habitat, physical (anatomy) and behavioural characteristics, tracks, life cycle, harvesting times, and uses of waterfowl, other birds, and small game animals, e.g., Snow geese, ducks, plovers, yellowlegs, (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), grouse, and ptarmigan (small game),

Plants (science & technology)

- assess human impacts on biodiversity, and identify ways of preserving biodiversity,
- investigate the characteristics of living things, and classify diverse organisms according to specific characteristics,
- demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans,

Plant Gathering (science & technology)

- show methods of collecting plants,

Waterfowl Hunting (science & technology)

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

Traditional Cooking (health and physical education and mathematics)

- cook different varieties of bannock,
- demonstrate an understanding of the relationship between estimated and precise measurements, and determine and justify when each kind is appropriate,
- estimate, measure, and record length, area, mass, capacity, and volume, using the metric measurement system,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of plants, ducks, and geese, plovers, and yellowlegs,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,

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

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 6, students will:

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

- identify the locations of waterfowl, other birds, and small game animals, e.g., Snow geese, ducks, plovers, yellowlegs, (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), grouse, and ptarmigan (small game), within the Omushkegowuk territory,
- describe the habitats of waterfowl, other birds, and small game animals within the Omushkegowuk territory,
- recognize and describe the physical and behavioural characteristics of waterfowl, other birds, and small game animals,
- compare the characteristics of waterfowl, other birds, and small game animals including their tracks,
- examine the life cycles of waterfowl, other birds, and small game animals 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 waterfowl, other birds, and small game animals to the Omushkego people,

Plants (science & technology)

- identify and describe the distinguishing characteristics of different groups of plants,
- demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant, among species of plants in communities, and among communities and the physical landscapes that support them,
- describe interrelationships within species, between, and between species and their environment, and explain how these interrelationships sustain biodiversity,
- describe contemporary cultural practices and products of a nation connected to the land and sea which give the nation its own identity,

Plant Gathering (science & technology)

- describe the techniques of collecting plants,

Waterfowl Hunting (science & technology)

- describe the techniques of building blinds and calling and shooting ducks, geese, plovers, and yellowlegs,

Traditional Cooking (health and physical education and mathematics)

- identify ingredients and equipment used to make bannock,
- describe methods used to cook bannock,
- use prefixes in the metric system correctly,

- distinguish between estimated and precise measurements and know when each kind is required,
- select and justify the most appropriate standard unit to measure mass and the most appropriate standard unit to measure the capacity of a container,
- measure capacity, volume, and mass using the most appropriate standard unit,
Living Well (health and physical education)
- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- explain how healthy eating and active living work together to improve a person’s general health and well-being,
- describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults.

Developing Omushkego cultural skills

By the end of Grade 6, students will:

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

- observe the locations, habitats, characteristics, and life cycles of waterfowl, other birds, and small game animals on the land,

Plants (science & technology)

- observe the distinguishing characteristics and interrelationships of different groups of plants,

- follow established safety procedures for outdoor activities and field work,

Plant Gathering (science & technology)

- identify and collect plants, e.g., water lily roots, bulrushes, wild onion, and rose buds,
- identify traditional medicinal plants, e.g., cedar, tamarack, willow, balsam fir, and juniper,

- handle plant collecting tools and equipment safely

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,

Traditional Cooking (health and physical education and mathematics)

–make baked bannock,

–make fried bannock,

–make bannock on a stick,

–make bannock with raisins,

Living Well (health and physical education)

–pluck Snow goose,

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

–handle plants properly,

–describe appropriate methods for treating minor injuries that may occur while participating in physical activity,

–apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink,

–develop competence living off the land.

Investigating and communicating required knowledge

By the end of Grade 6, students will:

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

–formulate questions about and identify the needs of waterfowl, other birds, and small game animals 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,

Plants (science & technology)

–use traditional knowledge or scientific inquiry/research skills to compare the characteristics of organisms within the plant kingdoms,

–use appropriate Omushkego vocabulary and science and technology vocabulary, including classification, biodiversity, natural community, interrelationships, stability, characteristics, and organism, in oral and written communication,

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

Plant Gathering (science & technology)

Waterfowl Hunting (science & technology)

Traditional Cooking (health and physical education and mathematics)

Living Well (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 6, students will:

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

- explain the importance of waterfowl, other birds, and small game animals as sources of food,
- identify the importance of waterfowl, other birds, and small game animals 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,

Plants (science & technology)

- analyse a local issue related to biodiversity,
- assess the benefits that human societies derive from biodiversity,
- investigate the organisms found in a specific habitat and classify them according to a classification system,

Plant Gathering (science & technology)

- successfully identify and collect plants, e.g., water lily roots, bulrushes, wild onion, and rose buds,

Waterfowl Hunting (science & technology)

- successfully hunt ducks, Snow geese, plovers, and yellowlegs,

Traditional Cooking (health and physical education and mathematics)

- successfully cook different varieties of bannock,
- select the most appropriate standard unit to measure capacity, volume, and mass,

Living Well (health and physical education)

- apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices,
- handle and prepare waterfowl, other birds, and small game animals properly,
- handle and prepare bannock properly,

- handle food preparation tools and equipment safely,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community.

Grade 6: Freezing Up (November–December)

Overall Expectations

By the end of Grade 6, students will:

Hide and Line Preparation (science & technology)

- clean, stretch, and prepare various fur bearers,
- prepare moose hide,
- make moose and caribou rawhide,
- make sinew line from moose or caribou tendons,
- produce line from plants for various purposes,

Clothing Preparation (the arts)

- create beadwork and silkwork patterns,
- manufacture a moss bag and cradleboard cover for a tikinagun,
- identify and collect beadworking materials and tools,
- manufacture hide and beadworking products,

Craft Technology (the arts)

- 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,

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 6, students will:

Hide and Line Preparation (science & technology)

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

Clothing Preparation (the arts)

- recognize the tools and techniques used in clothing preparation,

Craft Technology (the arts)

- identify the tools and techniques used in craft technology,

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- explain how healthy eating and active living work together to improve a person’s general health and well-being,
- describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults.

Developing Omushkego cultural skills

By the end of Grade 6, students will:

Hide and Line Preparation (science & technology)

- 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,
 - handle hide preparation tools and equipment safely,
 - make willow bark or root line,
 - make spruce root line,
 - manufacture grass line,
 - make willow bark or root line for netting and anchors,
- note: store bought lines have replaced animal and plant lines

Clothing Preparation (the arts)

- identify and collect clothing preparation tools and equipment,
- create coloured beadwork in floral pattern or geometrical designs,
- create silkwork in floral pattern or geometrical designs,
- handle clothing preparation tools and equipment safely,

- make moss bag,
- produce cradleboard cover,

Craft Technology (the arts)
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 sling shot,
- 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,

specific traditional implements activities (fall, winter, and spring)

- 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,

Living Well (health and physical education)

- describe appropriate methods for treating minor injuries that may occur while participating in physical activity,
- apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink,
- develop competence using and making materials from the land.

Investigating and communicating required knowledge

By the end of Grade 6, students will:

Hide and Line Preparation (science & technology)

Clothing Preparation (the arts)

Craft Technology (the arts)

- describe how the repetition of elements is used to create rhythm,
- identify the area of emphasis in a work of art,
- use appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect,
- produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences,
- describe their plan for a work of art, how they will research their subject matter, select the appropriate form and media, and use the elements and principles of design to solve the artistic problems in the work,
- identify strengths and areas for improvement in their own work and that of others,
- describe how artists representing a variety of historical periods, styles, and cultures have used the elements and principles of design to create a specific effect,
- explain how principles of design are used to organize a work, communicate feelings, and convey ideas, using appropriate vocabulary and terminology,
- 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,

Living Well (health and physical education)

- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 6, students will:

Hide and Line Preparation (science & technology)

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

Clothing Preparation (the arts)

- successfully manufacture a variety of cloth products, e.g., moss bag, cradleboard cover,
- 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,

Craft Technology (the arts)

- successfully make 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,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community.

Grade 6: Winter (January–February)

Overall Expectations

By the end of Grade 6, students will:

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,

Living Well (health and physical education)

- 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, and black bear,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,

Traditional Storytelling (language arts)

- listen to stories told for entertainment and words of guidance in order to understand and respond appropriately in a variety of situations for a variety of purposes,
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Specific Expectations

Understanding Omushkego cultural concepts and values

By the end of Grade 6, students will:

Fishing (science & technology)

- identify the techniques and equipment used for angling and netting,

Trapping and Snaring (science & technology)

- describe the techniques and equipment used for trapping and snaring,

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- explain how healthy eating and active living work together to improve a person’s general health and well-being,
- describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,

Traditional Storytelling (language arts)

- recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- recognize popular stories about personal experiences and reminiscences, local history accounts, and real events,
- demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways,
- interpret oral texts by using stated and implied ideas from the texts,
- describe a series of events in a legend or story,
- describe how various elements in a legend or story function,
- identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning,
- identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Developing Omushkego cultural skills

By the end of Grade 6, students will:

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), beaver,

–red squirrel with wire snares or steel traps,

–trap beaver using chisel technique,

note: steel traps have replaced traditional trapping with snares and deadfalls,

Living Well (health and physical education)

–describe appropriate methods for treating minor injuries that may occur while participating in physical activity,

–apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink,

–develop competence living off the land,

Traditional Storytelling (language arts)

–identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks,

–listen to traditional stories about legendary or heroic figures, animals, trees, and landscape features,

–listen to popular stories about personal experiences and reminiscences, local history accounts, and real events,

–demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups,

–identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form,

–demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.

Investigating and communicating required knowledge

By the end of Grade 6, students will:

Fishing (science & technology)

Trapping and Snaring (science & technology)

Living Well (health and physical education)

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

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

–communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,

–apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members,

Traditional Storytelling (language arts)

–communicate the main idea of the story and describe a sequence of events,

–communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information,

–use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience.

Applying Omushkego cultural concepts, skills, and values

By the end of Grade 6, students will:

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,

Living Well (health and physical education)

–apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food 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,

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

–demonstrate an understanding of factors that contribute to their personal enjoyment of being active,

–demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity,

- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice 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 the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community,

Traditional Storytelling (language arts)

- extend understanding of traditional legends and popular stories by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them,
- analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information,
- use their knowledge of elements of grammar and oral language structures to understand what they have heard,
- show respectful appreciation during a storytelling presentation.

Grade 7: Cycle of Life

Overall Expectations

By the end of Grade 7, students will:

Spring

Names and Importance of Particular Places (geography and mathematics)

- name and locate the important traditional hunting, fishing, and trapping areas surrounding the local community within the Omushkegowuk territory and identify the owners of each (**spring**)
- identify patterns in physical geography and explain the factors that produce them (**spring**)
- use a variety of resources and tools to gather, process, and communicate geographic information about the earth's physical features and patterns (**spring**)
- explain how patterns of physical geography affect human activity in the Omushkegowuk territory (**spring**)
- demonstrate a verbal and written understanding of and ability to apply accurate measurement and estimation strategies that relate to their environment (**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, blooming of the earth, summer, fall, freezing up, winter**)

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of ducks and geese (**spring, blooming of the earth, summer, fall, freezing up**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and

others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)

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

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

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

Traditional Storytelling (language arts)

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

- 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 situations (**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**)

Travel and Transportation Technology (science & technology)

- identify traditional travel and transportation equipment. e.g., canoe (**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**)
Living Well (health and physical education)
- identify traditional foods and benefits of healthy food choices (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- display practices of handling and preparation of fish (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- follow Omushkego culture and language practices (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)

Summer

Music and Dance (the arts)

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

- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences (**summer**)
 - demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts (**summer**)
 - apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas (**summer**)
 - apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences (**summer**)
 - demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts (**summer**)
- Fun and Games** (health and physical education)
- participate on a regular basis in traditional games and activities that maintain or improve physical fitness (spring, blooming of the earth, **summer**, fall, freezing up, winter)
- Shelter Construction Technology** (science & technology)
- construct and use modern shelters, e.g., prospector's tent (spring, blooming of the earth, **summer**, fall, freezing up, winter)
- Living Well** (health and physical education)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
 - demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
 - participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Traditional Storytelling (language arts)

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

Fall

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

Large Game Hunting (science & technology)

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

Living Well (health and physical education)

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

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

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Freezing Up

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

- identify the location, habitat, physical (anatomy) and behavioural characteristics, tracks, life cycle, harvesting times, and uses of fur bearers, other mammals, and small game animals–rabbits (**freezing up**)
 - assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts (**freezing up**)
 - investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem (**freezing up**)
 - demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment (**freezing up**)
- Hide and Line Preparation** (science & technology)
- 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**)
- produce line from plants for various purposes (summer, **freezing up**, fall)

Clothing Preparation (the arts)

- produce two- and three- dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate forms (**freezing up**)
- identify principles of design and use them in ways appropriate for this age group when producing and responding to works of art (**freezing up**)
- explain how artistic choices affect the viewer, and support their conclusions with evidence from the work (**freezing up**)
- manufacture rabbits skin hats, winter moccasins with ankle flaps and thongs, mittens with duffel and tanned skin line, rabbit skin sleeping robes, feather blankets, and summer moccasins (**freezing up**)
- identify and collect beadworking materials and tools (**freezing up**)
- create beadwork and silkwork patterns on hides (**freezing up**)
- manufacture hide and beadworking products (**freezing up**)

Craft Technology (the arts)

- produce two- and three- dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate forms (**freezing up**)
- identify principles of design and use them in ways appropriate for this age group when producing and responding to works of art (**freezing up**)
- explain how artistic choices affect the viewer, and support their conclusions with evidence from the work (**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**)

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely (**freezing up**),
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal

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

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)

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

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

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

Winter

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 and shooting moose and caribou (**fall, winter**)

Travel and Transportation Technology (science & technology)

- identify traditional travel and transportation equipment, e.g., snowshoes (**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**)

Living Well (health and physical education)

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

- 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**)

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

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)

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

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

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

Traditional Storytelling (language arts)

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

- 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 situations (**spring, summer, winter**)

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

Grade 7: Spring (March–April)

Overall Expectations

By the end of Grade 7, students will:

Names and Importance of Particular Places (geography and mathematics)

- name and locate the important traditional hunting, fishing, and trapping areas surrounding the local community within the Omushkegowuk territory and identify the owners of each,
- identify patterns in physical geography and explain the factors that produce them,
- use a variety of resources and tools to gather, process, and communicate geographic information about the earth's physical features and patterns,
- explain how patterns of physical geography affect human activity in the Omushkegowuk territory,
- demonstrate a verbal and written understanding of and ability to apply accurate measurement and estimation strategies that relate to their environment,

Waterfowl Hunting (science & technology)

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

Goose Hunting Camps (social values)

- participate in a goose hunting camp,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of ducks and geese,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,

Traditional Storytelling (language arts)

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

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 7, students will:

Names and Importance of Particular Places (geography and mathematics)

- explain the geographic concept of location or place,
- identify the important traditional hunting, fishing, and trapping areas surrounding the local community within the Omushkegowuk territory and describe their geographic characteristics,
- identify various types of landforms and explain how they are used to describe regions,
- identify and describe northern Ontario landform patterns,
- explain how climate patterns result from the interaction of several factors,
- explain how natural vegetation patterns result from the interaction of several factors, including climate, landforms, soil types, and competition for available nutrients,
- locate on a map traditional hunting, fishing, and trapping areas and adjacent communities within the Omushkegowuk territory important to the culture,
- identify major river systems in northern Ontario,
- use cardinal and intermediate directions, pictorial and non-pictorial symbols, scale, and colour to locate and display geographic information,
- create definitions of measurement concepts,

Waterfowl Hunting (science & technology)

- identify the locations of traditional waterfowl hunting sites within the Omushkegowuk territory,

Goose Hunting Camps (social values)

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

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,
- demonstrate an understanding of personal and external factors that affect people’s food choices and eating routines, and identify ways of encouraging healthier eating practices,
- demonstrate an understanding of the factors that motivate or impede participation in physical activity every day,
- 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,

Traditional Storytelling (language arts)

- recognize cautionary tales about dangers in the environment,
- recognize stories told for entertainment,
- demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways,
- develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation,
- explain the connection between a speaker's tone and the point of view or perspective presented in oral texts,
- explain how various elements in a tale or story function in relation to each other,
- identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning,
- identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Developing Omushkego cultural skills

By the end of Grade 7, students will:

Names and Importance of Particular Places (geography and mathematics)

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 Camps (social values)

- 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 (health and physical education)
- 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,
- demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors,
- develop competence living on the land,
Traditional Storytelling (language arts)
- identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks,
- retell cautionary tales about dangers in the environment,
- retell and enjoy stories told for entertainment,
- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups,
- identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies,
- demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience.

Investigating and communicating required knowledge

By the end of Grade 7, students will:

Names and Importance of Particular Places (geography and mathematics)

- formulate questions to guide research into problems and points of view regarding the importance of traditional hunting, fishing, and trapping areas,
- formulate questions to guide research for a comparative study of physical patterns,

- locate and record relevant information from a variety of primary and secondary sources,
- communicate the results of inquiries and analyses for specific purposes and audiences, using computer slide shows, videos, websites, oral presentations, written notes and descriptions, drawings, tables, charts, diagrams, maps, models, and graphs,
- use appropriate vocabulary, including correct Omushkego or geographic terminology, to describe their inquiries and observations,
- ask questions to clarify and extend their knowledge of making more informed and accurate measurement estimations using appropriate measurement vocabulary,

Waterfowl Hunting (science & technology)

Goose Hunting Camps (social values)

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,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members,

Traditional Storytelling (language arts)

- communicate the main idea of a tale or story and explain how details support the main idea,
- communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience,
- use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience,
- identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 7, students will:

Names and Importance of Particular Places (geography and mathematics)

- describe ways in which technology has affected our use of natural resources, e.g., wildlife,
- investigate and report on northern Ontario patterns of landforms, climate, and vegetation that are favourable to specialized types of traditional harvesting,

- produce maps showing locations of important traditional hunting, fishing, and trapping areas surrounding the local community within the Omushkegowuk territory,
- use a variety of thematic and topographic maps to identify patterns in physical geography,
- construct, interpret, and compare climate graphs,
- use contour lines to represent elevation on maps,
- produce a report the importance of maintaining traditional hunting, fishing, and trapping areas,
- present and defend a point of view on how a natural resource, e.g., wildlife, should be used,
- make increasingly more informed and accurate measurement estimations based on an understanding of formulas and results of investigations,
- Waterfowl Hunting** (science & technology)
- successfully hunt ducks and Canada geese,
- Goose Hunting Camps** (social values)
- successfully participate in a goose hunting camp activities,
- Living Well** (health and physical education)
- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education,
- demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders,
- handle and prepare ducks and geese properly,
- handle food preparation tools and equipment safely,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings,
- follow cultural ways or protocols for showing respect to an elder or cultural resource person,
- 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 (language arts)

- extend understanding of cautionary tales and stories, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them,
- analyse oral texts in order to evaluate how effectively they communicate ideas, opinions, themes, or experiences, and suggest possible improvements,
- identify some stylistic devices used in storytelling and explain their use,
- use knowledge of the elements of grammar and structure of words and sentences to understand what they heard,
- reflect on personal meaning they can take from cautionary tales,
- show respectful appreciation during a storytelling presentation.

Grade 7: Blooming of the Earth (May–June)

Overall Expectations

By the end of Grade 7, students will:

Fishing (science & technology)

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

Travel and Transportation Technology (science & technology)

- identify traditional travel and transportation equipment,
- handle traditional travel and transportation equipment safely,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of fish,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 7, students will:

Fishing (science & technology)

–identify the locations of traditional fishing sites within the Omushkegowuk territory,

Travel and Transportation Technology (science & technology)

–describe traditional travel and transportation equipment and their uses,

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,

–demonstrate an understanding of personal and external factors that affect people’s food choices and eating routines, and identify ways of encouraging healthier eating practices,

- demonstrate an understanding of the factors that motivate or impede participation in physical activity every day,
- 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 7, students will:

Fishing (science & technology)

- angle pike with rod and reel (spring, summer, and fall)
 - angle walleye with rod and reel (spring, summer, and fall)
 - angle speckled and lake trout with line and hooks (late summer and winter)
 - angle sturgeon with hook and line (spring, summer, and fall)
 - net pike along banks of rivers and mouths of streams with gill nets,
 - net sturgeon along banks of rivers and mouths of streams with gill nets,
 - net whitefish,
 - spear sturgeon, pike, suckers, and whitefish,
 - trap sturgeon, pike, suckers, and whitefish with weirs,
- 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 in river,
 - set net near streams,
 - set net under ice,
 - maintain fish net,
 - empty fish net,
 - make fish weir in streams,
 - empty fish weir,
 - handle fishing equipment safely,
 - read water currents and signs,

Travel and Transportation Technology (science & technology)

- handle traditional travel and transportation equipment safely,
- make square sails for a canoe,

Living Well (health and physical education)

- make dried fish (neohiganak),
- boil fish with intestines,
- fry fish,

- demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors,
- develop competence living off the land.

Investigating and communicating required knowledge

By the end of Grade 7, students will:

Fishing (science & technology)

Travel and Transportation Technology (science & technology)

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,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 7, students will:

Fishing (science & technology)

- successfully catch fish,

Travel and Transportation Technology (science & technology)

- successfully use traditional travel and transportation equipment

Living Well (health and physical education)

- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education,
- demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders,
- handle and prepare fish properly,
- handle food preparation tools and equipment safely,

- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings,
- follow cultural ways or protocols for showing respect to an elder or cultural resource person,
- 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 7: Summer (July–August)

Overall Expectations

By the end of Grade 7, students will:

Music and Dance (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music,
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences,
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts,
- apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas,
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences,
- demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts,

Fun and Games (health and physical education)

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

Shelter Construction Technology (science and technology)

- construct and use modern shelters, e.g., prospector's tent,

Living Well (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,

Traditional Storytelling (language arts)

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

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 7, students will:

Music and Dance (the arts)

- 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,
- analyse the influences of music and the media on the development of personal and cultural identity,
- analyse, using musical terminology, ways in which the elements are used in the music that they perform, listen to, and create,
- demonstrate an understanding of standard and other musical notation through performance and composition,
- identify ways in which dance and its depictions in the media may influence a person’s character development and sense of identity,
- construct personal interpretations of the messages in their own and others’ dance pieces, including messages about issues relevant to their community and/or the world,

Fun and Games (health and physical education)

- improve or maintain their fitness levels by participating in vigorous physical activities,
- assess their own levels of physical fitness on an ongoing basis,

Shelter Construction Technology (science and technology)

- describe modern shelters and their uses,

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,
- demonstrate an understanding of the factors that motivate or impede participation in physical activity every day,
- 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,

Traditional Storytelling (language arts)

- recognize stories told for entertainment,

- recognize words of guidance,
- demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways,
- develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation,
- explain the connection between a speaker's tone and the point of view or perspective presented in oral texts,
- identify various forms of stories and words of guidance and describe their key elements,
- identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning,
- identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Developing Omushkego cultural skills

By the end of Grade 7, students will:

Music and Dance (the arts)

- sing familiar traditional drum songs or religious songs, giving particular attention to using suitable dynamics, tempi, and phrasing,
- participate in different dances, e.g., traditional feast dance, duck dance, step dance, square dance,

Fun and Games (health and physical education)

- play traditional games, e.g., tossing the ball, cup and pin, wrestling, and yoke and buttons,

Shelter Construction Technology (science and technology)

- identify modern shelters, e.g., prospector's tent
- select tools and materials used to set-up prospector's tent,
- practice living in a prospector's tent,
- handle shelter construction tools and materials safely,
- erect prospector's tent,
- take down prospector's tent,

Living Well (health and physical education)

- demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors,
- develop competence living on the land,

Traditional Storytelling (language arts)

- identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks,
- retell and enjoy stories told for entertainment,

- retell words of guidance,
- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups,
- identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies,
- demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience.

Investigating and communicating required knowledge

By the end of Grade 7, students will:

Music and Dance (the arts)

- sing and/or play, in tune, from musical notation, unison music and music in two or more parts from diverse cultures, styles, and historical periods,
- express detailed personal responses to musical performances in a variety of ways,
- analyse, using dance vocabulary, their own and others’ dance pieces to identify the elements of dance and the choreographic forms used in them and explain how they help communicate meaning,
- use dance as a language to communicate ideas from their own writing or media works,
- use theme and variations in a variety of ways when creating dance pieces,
- use the elements of dance and choreographic forms to communicate a variety of themes or moods,

Fun and Games (health and physical education)

Shelter Construction Technology (science and technology)

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,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members,

Traditional Storytelling (language arts)

- communicate the main idea of a story or words of guidance and explain how details support the main idea,
- identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts,

- communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience,
- use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience,
- identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 7, students will:

Music and Dance (the arts)

- 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,
- evaluate the quality of a dance performance, orally, that refers to what was seen, heard, and experienced,
- identify performance techniques that have an effect on the audience’s emotions and senses,
- analyse some historical, cultural, and technological influences on style, genre, and innovation in music,
- apply the elements of music when singing and/or playing, composing, and arranging music, using them for specific effects and clear purposes,
- use the tools and techniques of musicianship in musical performances,
- identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members,
- create dance pieces to represent or respond to specific rhythms and pieces of music,
- describe the evolution of dance and performance as different groups of people have responded to external factors such as migration, a new environment, and/or contact with other groups or cultures,
- identify and give examples of their strengths and areas for growth as dance creators, interpreters, and audience members,

Fun and Games (health and physical education)

- participate fairly in traditional games and activities,

Shelter Construction Technology (science and technology)

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

Living Well (health and physical education)

- use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education,

- handle shelter construction tools and equipment safely,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings,
- follow cultural ways or protocols for showing respect to an elder or cultural resource person,
- 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 (language arts)

- extend understanding of stories told for entertainment or words of guidance, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them,
- analyse oral texts in order to evaluate how effectively they communicate ideas, opinions, themes, or experiences, and suggest possible improvements,
- identify some stylistic devices used in storytelling and explain their use,
- use knowledge of the elements of grammar and structure of words and sentences to understand what they heard,
- recall and relate words of guidance that explain traditional teachings,
- show respectful appreciation during a storytelling presentation.

Grade 7: Fall (September–October)

Overall Expectations

By the end of Grade 7, students will:

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,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,

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

- engage in physical activities,

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

- demonstrate the ability to make connections that relate to health and well-being –

how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,

- participate actively and regularly in a wide variety of physical activities, and

demonstrate an understanding of factors that encourage lifelong participation in physical activity,

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

- follow Omushkego culture and language practices,

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

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 7, students will:

Waterfowl Hunting (science & technology)

–identify the locations of traditional fall waterfowl hunting sites within the Omushkegowuk territory,

Goose Hunting Camps (social values)

–identify the locations of traditional fall goose hunting camps within the Omushkegowuk territory,

Large Game Hunting (science & technology)

–identify the locations of traditional fall moose hunting areas within the Omushkegowuk territory,

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,
- demonstrate an understanding of personal and external factors that affect people’s food choices and eating routines, and identify ways of encouraging healthier eating practices,
- demonstrate an understanding of the factors that motivate or impede participation in physical activity every day,
- 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 7, students will:

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 Camps (social values)

- 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,
- develop competence living on the land,

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

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,
- demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors,
- develop competence living on the land.

Investigating and communicating required knowledge

By the end of Grade 7, students will:

Waterfowl Hunting (science & technology)**Goose Hunting Camps** (social values)**Large Game Hunting** (science & technology)**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,

- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 7, students will:

Waterfowl Hunting (science & technology)

- successfully hunt ducks, Snow geese, plovers, and yellowlegs,

Goose Hunting Camps (social values)

- successfully participate in fall goose hunting camp activities,

Large Game Hunting (science & technology)

- successfully hunt moose and caribou,

Living Well (health and physical education)

- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education,
- demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders,
- handle and prepare plants, ducks, and geese, plovers, and yellowlegs properly,
- handle food preparation tools and equipment safely,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
- demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings,
- follow cultural ways or protocols for showing respect to an elder or cultural resource person,
- 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 7: Freezing Up (November–December)

Overall Expectations

By the end of Grade 7, students will:

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

- identify the location, habitat, physical (anatomy) and behavioural characteristics, tracks, life cycle, harvesting times, and uses of fur bearers, other mammals, and small game animals–rabbits,
- assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts,
- investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem,
- demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment,

Hide and Line Preparation (science & technology)

- prepare moose hide,
- make moose and caribou rawhide,
- make sinew line from moose or caribou tendons,
- produce line from plants for various purposes,

Clothing Preparation (the arts)

- produce two- and three- dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate forms,
- identify principles of design and use them in ways appropriate for this age group when producing and responding to works of art,
- explain how artistic choices affect the viewer, and support their conclusions with evidence from the work,
- manufacture rabbits skin hats, winter moccasins with ankle flaps and thongs, mittens with duffel and tanned skin line, rabbit skin sleeping robes, feather blankets, and summer moccasins,
- identify and collect beadworking materials and tools,
- create beadwork and silkwork patterns on hides,
- manufacture hide and beadworking products,

Craft Technology (the arts)

- produce two- and three- dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate forms,
- identify principles of design and use them in ways appropriate for this age group when producing and responding to works of art,

- explain how artistic choices affect the viewer, and support their conclusions with evidence from the work,
 - 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,
- Living Well** (health and physical education)
- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely,
 - demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
 - demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being,
 - participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
 - demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
 - follow Omushkego culture and language practices,
 - demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 7, students will:

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

- identify the locations of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, and rabbits within the Omushkegowuk territory,
- describe the habitats of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, and rabbits within the Omushkegowuk territory,
- recognize and describe the physical and behavioural characteristics of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, and rabbits,
- compare the characteristics of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, and rabbits including their tracks,
- examine the life cycles of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, and rabbits 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 mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, and rabbits to the Omushkego people,
- demonstrate an understanding of an ecosystem,
- identify biotic and abiotic elements in an ecosystem, and describe the interactions between them,
- describe the roles and interactions of producers, consumers, and decomposers within an ecosystem,
- explain why an ecosystem is limited in the number of living things,
- Hide and line Preparation** (science & technology)
- identify the tools and techniques used in hide preparation,
- describe the tools and techniques used in line preparation,
- Clothing Preparation** (the arts)
- recognize the tools and techniques used in clothing preparation,
- describe how the repetition of elements is used to create designs,
- identify the area of emphasis in clothing items,
- Craft Technology** (the arts)
- identify the tools and techniques used in craft technology,
- describe how the repetition of elements is used to create designs,
- identify the area of emphasis in craft products,
- 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,
- demonstrate an understanding of the factors that motivate or impede participation in physical activity every day,
- 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 7, students will:

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

- observe the locations, habitats, characteristics, and life cycles of fur bearers, other mammals, and small game animals on the land,
- follow established safety procedures for investigating ecosystems,

Hide and Line Preparation (science & technology)

- 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,
 - 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 (the arts)

- 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,
- 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 summer moccasins,

Craft Technology (the arts)

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 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,
- specific traditional implements activities (fall, winter, and spring)
- 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,
- Living Well** (health and physical education)
- demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors,
- develop competence using and making materials from the land.

Investigating and communicating required knowledge

By the end of Grade 7, students will:

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

- use traditional knowledge or scientific inquiry/research skills to identify the needs of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, and rabbits in an ecosystem, and explore possible answers to these questions and ways of meeting these needs,

- compile qualitative (Omushkego) and quantitative (scientific) data gathered through investigation in order to record and present results,
- use appropriate Omushkego or science and technology vocabulary, including sustainability, biotic, ecosystem, community, population, and producer, in oral and written communication,
- use a variety of forms to communicate with different audiences and for a variety of purposes,

Hide and Line Preparation (science & technology)

Clothing Preparation (the arts)

Craft Technology (the arts)

- describe their plan for a work of clothing or craft product, how they will research their subject matter, select the appropriate form and media, and use the elements and principles of design to solve the problems in the work,
- describe how artists representing a variety of historical periods, styles, and cultures have used the elements and principles of design to create a specific effect,
- explain how principles of design are used to organize a work, communicate feelings, and convey ideas, using appropriate vocabulary and terminology,

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,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 7, students will:

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

- explain the importance of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, and rabbits as sources of food and furs,
- identify the importance of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, and rabbits 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,
- assess the impact of selected technology on the environment,

- describe ways in which human activities and technologies alter balances and interactions in the environment,
- describe Aboriginal perspectives on sustainability and describe ways in which they can be used in habitat and wildlife management,

Hide and Line Preparation (science & technology)

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

Clothing Preparation (the arts)

- 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 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,

Craft Technology (the arts)

- successfully make 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)

- use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education,
- handle hide, line, clothing, and craft tools and equipment safely,
- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active,

- demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings,
- follow cultural ways or protocols for showing respect to an elder or cultural resource person,
- 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 7: Winter (January–February)

Overall Expectations

By the end of Grade 7, students will:

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, black bear,

Hide Preparation (science & technology)

- clean, stretch, and prepare various fur bearers,

Large Game Hunting (science & technology)

- show methods of tracking and shooting moose and caribou,

Travel and Transportation Technology (science & technology)

- identify traditional travel and transportation equipment, e.g., snowshoes,
- handle traditional travel and transportation equipment safely,

Living Well (health and physical education)

- 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,
- engage in physical activities,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,

Traditional Storytelling (language arts)

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

Specific Expectations

Understanding Omushkego cultural concepts and values

By the end of Grade 7, students will:

Fishing (science & technology)

–identify the locations of traditional winter fishing sites within the Omushkegowuk territory,

Trapping and Snaring (science & technology)

–identify the tools and techniques used in trapping and snaring,

Hide Preparation (science & technology)

–identify the tools and techniques used in hide preparation,

Large Game Hunting (science & technology)

–identify the locations of traditional winter moose hunting areas within the Omushkegowuk territory,

Travel and Transportation Technology (science & technology)

–describe traditional travel and transportation equipment and their uses, e.g., snowshoes,

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,

–demonstrate an understanding of personal and external factors that affect people’s food choices and eating routines, and identify ways of encouraging healthier eating practices,

–demonstrate an understanding of the factors that motivate or impede participation in physical activity every day,

–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,

Traditional Storytelling (language arts)

–recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features,

–recognize popular stories about personal experiences and reminiscences, local history accounts, and real events,

–demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways,

- develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation,
- explain the connection between a speaker's tone and the point of view or perspective presented in oral texts,
- explain how various elements in a legend or story function in relation to each other,
- identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning,
- identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Developing Omushkego cultural skills

By the end of Grade 7, students will:

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), beaver,
- 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,

Travel and Transportation Technology (science & technology)

–handle travel and transportation equipment safely,

–practice using west coast snowshoes,

Large Game Hunting (science & technology)

–read caribou and moose movements and signs,

–track and shoot moose,

–track and shoot caribou,

Living Well (health and physical education)

–make dried fish (neohiganak),

–boil fish with intestines,

–fry fish,

–demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors,

–develop competence living off the land,

Traditional Storytelling (language arts)

–identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks,

–listen to and enjoy traditional stories about legendary or heroic figures, animals, trees, and landscape features,

–listen to and enjoy popular stories about personal experiences and reminiscences, local history accounts, and real events,

–demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups,

–identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies,

–demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience.

Investigating and communicating required knowledge

By the end of Grade 7, students will:

Fishing (science & technology)

Trapping and Snaring (science & technology)

Hide Preparation (science & technology)

Large Game Hunting (science & technology)

Travel and Transportation Technology (science & technology)

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,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members,

Traditional Storytelling (language arts)

- communicate the main idea of a legend or story and explain how details support the main idea,
- communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience,
- use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience,
- identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills.

Applying Omushkego cultural concepts, skills, and values

By the end of Grade 7, students will:

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 (science & technology)

- successfully use coast snowshoes,

Living Well (health and physical education)

- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education,

- demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders,
 - 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,
 - actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part,
 - demonstrate an understanding of factors that contribute to their personal enjoyment of being active,
 - demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings,
 - follow cultural ways or protocols for showing respect to an elder or cultural resource person,
 - 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** (language arts)
- extend understanding of traditional legends and popular stories, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them,
 - analyse oral texts in order to evaluate how effectively they communicate ideas, opinions, themes, or experiences, and suggest possible improvements,
 - recall and relate parts of traditional stories or legends from the past that explain traditional ways of life,
 - recall and relate parts of traditional stories from personal experiences and reminiscences, local history accounts, and real events about the Omushkego people.
 - identify some stylistic devices used in storytelling and explain their use,
 - use knowledge of the elements of grammar and structure of words and sentences to understand what they heard,
 - show respectful appreciation during a storytelling presentation.

Grade 8: Cycle of Life

Overall Expectations

By the end of Grade 8, students will:

Spring

Names and Importance of Particular Places (geography and mathematics)

- 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**)
- identify the main patterns of human settlement and identify the factors that influence population distribution and land use (**spring**)
- use a variety of geographic representations, resources, tools, and technologies to gather process, and communicate geographic information about patterns in human geography (**spring**)
- demonstrate a verbal and written understanding of and ability to apply accurate measurement and estimation strategies that relate to their environment (**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, blooming of the earth, summer, fall, freezing up, winter**)

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of ducks and geese (**spring, blooming of the earth, summer, fall, freezing up**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and

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

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)

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

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

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

- 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 situations (**spring, summer, winter**)

Traditional Storytelling (language arts)

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

- 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 situations (**spring, summer, winter**)

Blooming of the Earth

Land Use Ethics (science & technology)

- recognize the importance of water conservation (**blooming of the earth**)

- assess the impact of human activities and technologies on the sustainability of water resources (**blooming of the earth**)

- investigate factors that affect local water quality (**blooming of the earth**)

- demonstrate an understanding of the characteristics of the earth's water systems and the influence of water systems on a specific region (**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**)

Travel and Transportation Technology (science & technology)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- display practices of handling and preparation of fish (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)
- follow Omushkego culture and language practices (**spring**, **blooming of the earth**, **summer**, **fall**, **freezing up**, **winter**)

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

Summer

Music and Dance (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music (**summer**)
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences (**summer**)
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts (**summer**)
- apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas (**summer**)
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences (**summer**)
- demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts (**summer**)

Fun and Games (health and physical education)

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

Shelter Construction Technology (science & technology)

- construct and use modern shelters, e.g., prospector's tent (**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**)

Living Well (health and physical education)

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

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

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)

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

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

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

Traditional Storytelling (language arts)

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

- 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 situations (**spring, summer, winter**)

Fall

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

Large Game Hunting (science & technology)

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

Moose Hunting Camp (social values)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of ducks, geese, plovers, yellowlegs, moose, and caribou (**spring, blooming of the earth, summer, fall, freezing up**)
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Freezing Up

Hide and Line Preparation (science & technology)

- 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**)
- produce line from plants for various purposes (summer, **freezing up**, fall)

Clothing Preparation (the arts)

- 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**)
- manufacture rabbits skin hats, winter moccasins with ankle flaps and thongs, mittens with duffel and tanned skin line, rabbit skin sleeping robes, feather blankets, and summer moccasins (**freezing up**)
- identify and collect carving materials and tools (**freezing up**)
- create carving products (**freezing up**)
- identify and collect beadworking materials and tools (**freezing up**)
- create beadwork and silkwork patterns on hides (**freezing up**)
- manufacture hide and beadworking products (**freezing up**)

Craft Technology (the arts)

- 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**)
- 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**)

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely (**freezing up**),
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Winter

Large Game Animals (science & technology)

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

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

- maintain traditional travel and transportation equipment, e.g., snowshoes, sled (**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**)

Living Well (health and physical education)

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

- 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**)

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

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and

others, and how factors in the world around them affect their own and others' health and well-being (**spring, blooming of the earth, summer, fall, freezing up, winter**)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity (**spring, blooming of the earth, summer, fall, freezing up, winter**)

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

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

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

Traditional Storytelling (language arts)

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

- 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 situations (**spring, summer, winter**)

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

Grade 8: Spring (March–April)

Overall Expectations

By the end of Grade 8, students will:

Names and Importance of Particular Places (geography and mathematics)

- 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,
- identify the main patterns of human settlement and identify the factors that influence population distribution and land use,
- use a variety of geographic representations, resources, tools, and technologies to gather process, and communicate geographic information about patterns in human geography,
- demonstrate a verbal and written understanding of and ability to apply accurate measurement and estimation strategies that relate to their environment,

Waterfowl Hunting (science & technology)

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

Goose Hunting Camps (social values)

- participate in a goose hunting camp,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of ducks and geese,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,

Traditional Storytelling (language arts)

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

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 8, students will:

Names and Importance of Particular Places (geography and mathematics)

- explain the geographic concept of location or place,
- identify the important traditional hunting, fishing, and trapping areas surrounding the local community within the Mushkegowuk territory and describe their geographic characteristics,
- locate on a map traditional hunting, fishing, and trapping areas and adjacent communities within the Mushkegowuk territory important to the culture,
- use cardinal and intermediate directions, pictorial and non-pictorial symbols, scale, and colour to locate and display geographic information,
- identify the three main patterns of human settlement—linear, scattered, and clustered,
- identify and explain the factors affecting population distribution past and present
- compare the characteristics of places with high and low population densities,
- explain how site and situation influence settlement patterns,
- identify and describe the types of land use,
- use listening, reading, and viewing skills to interpret and evaluate the use of measurements formulas,

Waterfowl Hunting (science & technology)

- identify the locations of traditional waterfowl hunting sites within the Mushkegowuk territory,

Goose Hunting Camps (social values)

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

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,
- identify strategies for promoting healthy eating within the school, home, and community,
- demonstrate an understanding of factors that motivate personal participation in physical activities every day,
- 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,

Traditional Storytelling (language arts)

–recognize cautionary tales about dangers in the environment,

–recognize stories told for entertainment,

–demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways,

–develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations,

–explain what the use of irony or satire in an oral text reveals about the speaker's purpose and perspective,

–identify a wide variety of presentation strategies used in oral texts, evaluate their effectiveness, and suggest other strategies that might have been as effective or more so,

–explain how various elements in a tale or story function in relation to each other,

–identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning,

–identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Developing Omushkego cultural skills

By the end of Grade 8, students will:

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 Camps (social values)

–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** (health and physical education)
- 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,
 - demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity,
 - demonstrate the ability to assess situations for potential dangers,
 - develop competence living on the land,
- Traditional Storytelling** (language arts)
- identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks,
 - retell cautionary tales about dangers in the environment,
 - retell and enjoy stories told for entertainment,
 - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups,
 - identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies,
 - demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience.

Investigating and communicating required knowledge

By the end of Grade 8, students will:

Names and Importance of Particular Places (geography and mathematics)

- formulate questions to guide research into problems and points of view regarding the importance of traditional hunting, fishing, and trapping areas,

- formulate questions to guide and synthesize research on the study of population characteristics and patterns,
- locate and record relevant information from a variety of primary and secondary sources,
- communicate the results of inquiries for specific purposes and audiences using computer slide shows, videos, websites, oral presentations, written notes and descriptions, drawings, tables, charts, diagrams, maps, models, and graphs,
- use appropriate vocabulary, including correct geographic terminology, to describe their inquiries and observations,
- ask questions to clarify and extend their knowledge of linear measurement using appropriate measurement vocabulary,

Waterfowl Hunting (science & technology)

Goose Hunting Camps (social values)

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,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members,

Traditional Storytelling (language arts)

- communicate the main idea of a tale or story and explain how details support the main idea,
- communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience,
- use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience,
- identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills,
- identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 8, students will:

Names and Importance of Particular Places (geography and mathematics)

- describe ways in which technology has affected our use of natural resources, e.g., wildlife,
- produce maps showing locations of important traditional hunting, fishing, and trapping areas surrounding the local community within the Mushkegowuk territory,
- produce a report the importance of maintaining traditional hunting, fishing, and trapping areas,
- present and defend a point of view on how a natural resource, e.g., wildlife, should be used,
- create and use a variety of maps for specific purposes,
- produce and interpret simple scatter graphs to determine the correlation between population characteristics,
- construct and examine population pyramids to make predictions about future trends in population characteristics,
- compare key characteristics of a number of Omushkego communities,
- explain the relationships between various units of measurement,

Waterfowl Hunting (science & technology)

- successfully hunt ducks and Canada geese,

Goose Hunting Camps (social values)

- successfully participate in a goose hunting camp activities,

Living Well (health and physical education)

- use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education,
- evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, and ingredients,
- handle and prepare ducks and geese properly,
- handle food preparation tools and equipment safely,
- actively participate according to their capabilities in a wide variety of program activities,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments,
- demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings,
- follow cultural ways or protocols for showing respect to an elder or cultural resource person,
- 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 (language arts)

- extend understanding of cautionary tales and stories, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them,
- analyse a variety of complex or challenging oral texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies,
- identify some stylistic devices used in storytelling and explain their use,
- use knowledge of the elements of grammar and structure of words and sentences to understand what they heard,
- reflect on personal meaning they can take from cautionary tales,
- show respectful appreciation during a storytelling presentation.

Grade 8: Blooming of the Earth

(May–June)

Overall Expectations

By the end of Grade 8, students will:

Land Use Ethics (science & technology)

- recognize the importance of water conservation,
- assess the impact of human activities and technologies on the sustainability of water resources,
- investigate factors that affect local water quality,
- demonstrate an understanding of the characteristics of the earth's water systems and the influence of water systems on a specific region,

Fishing (science & technology)

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

Travel and Transportation Technology (science & technology)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of fish,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 8, students will:

Land Use Ethics (science & technology)

- give examples of how one's nation conserves its water resources,

- outline important ways in which Omushkego society changes over time (e.g., changes in water conservation practices) and reasons given for the changes,
- identify the various states of water on the earth's surface, their distribution, relative amounts, and circulation, and the conditions under which they exist,
- identify the various states of water on the earth's surface, their distribution, relative amounts, and circulation, and the conditions under which they exist,
- explain how human and natural factors cause changes in the water table,
- explain changes in atmospheric conditions caused by the presence of bodies of water,
- Fishing** (science & technology)
- identify the locations of traditional fishing sites within the Mushkegowuk territory,
- Travel and Transportation Technology** (science & technology)
- describe traditional travel and transportation equipment and their uses,
- 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,
- identify strategies for promoting healthy eating within the school, home, and community,
- demonstrate an understanding of factors that motivate personal participation in physical activities every day,
- 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 8, students will:

Land Use Ethics (science & technology)

Fishing (science & technology)

- angle pike with rod and reel (spring, summer, and fall)
- angle walleye with rod and reel (spring, summer, and fall)
- angle speckled and lake trout with line and hooks (late summer and winter)
- angle sturgeon with hook and line (spring, summer, and fall)
- net pike along banks of rivers and mouths of streams with gill nets,
- net sturgeon along banks of rivers and mouths of streams with gill nets,
- net whitefish,
- spear sturgeon, pike, suckers, and whitefish,
- trap sturgeon, pike, suckers, and whitefish with weirs,

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

Travel and Transportation Technology (science & technology)

- maintain freighter canoe,
- repair freighter canoe,
- make square sails for a canoe,
- handle traditional travel and transportation equipment safely,

Living Well (health and physical education)

- make dried fish (neohiganak),
- boil fish with intestines,
- fry fish,
- demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity,
- demonstrate the ability to assess situations for potential dangers,
- develop competence living off the land.

Investigating and communicating required knowledge

By the end of Grade 8, students will:

Land Use Ethics (science & technology)

- use traditional knowledge and scientific inquiry/research skills to investigate local water issues,
- use appropriate Omushkego and science and technology vocabulary in oral and written communication,
- use a variety of forms to communicate with different audiences and for a variety of purposes,

Fishing (science & technology)

Travel and Transportation Technology (science & technology)

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,

- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 8, students will:

Land Use Ethics (science & technology)

- evaluate personal water consumption, compare it with personal water consumption in other countries, and propose a plan of action to reduce personal water consumption to help address water sustainability issues,
- explain why the conservation of water resources is necessary for the Omushkego people,
- assess how various media sources address issues related to the impact of human activities on the long-term sustainability of local, national, or international water systems,

Fishing (science & technology)

- successfully catch fish,

Travel and Transportation Technology (science & technology)

- successfully repair and maintain freighter canoe,

Living Well (health and physical education)

- use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education,
- evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, and ingredients,
- handle and prepare fish properly,
- handle food preparation tools and equipment safely,
- actively participate according to their capabilities in a wide variety of program activities,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments,
- demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings,
- follow cultural ways or protocols for showing respect to an elder or cultural resource person,
- 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 8: Summer (July–August)

Overall Expectations

By the end of Grade 8, students will:

Music and Dance (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music,
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences,
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts,
- apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas,
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences,
- demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts,

Fun and Games (health and physical education)

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

Shelter Construction Technology (science and technology)

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

Living Well (health and physical education)

- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,

Traditional Storytelling (language arts)

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

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 8, students will:

Music and Dance (the arts)

- 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,
- analyse some of the social, political, and economic factors that affect the creation of music,
- analyse, using musical terminology, ways in which the elements of music are used in various styles and genres they perform, listen to, and create,
- demonstrate an understanding of standard and other musical notation through performance and composition,
- identify a variety of types of dances and relate them to their different roles in society,
- construct personal and/or group interpretations of the themes in their own and others’ dance pieces,

Fun and Games (health and physical education)

- improve or maintain their fitness levels by participating in vigorous physical activities,
- assess their own levels of physical fitness on an ongoing basis,

Shelter Construction Technology (science and technology)

- describe modern shelters and their uses, e.g., prospector’s tent,
- describe temporary shelters and their uses, e.g., open brush, lean-to,

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,
- identify strategies for promoting healthy eating within the school, home, and community,
- demonstrate an understanding of factors that motivate personal participation in physical activities every day,
- 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,

Traditional Storytelling (language arts)

- recognize stories told for entertainment,
- recognize words of guidance,
- demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways,
- develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations,
- explain what the use of irony or satire in an oral text reveals about the speaker's purpose and perspective,
- identify a wide variety of presentation strategies used in oral texts, evaluate their effectiveness, and suggest other strategies that might have been as effective or more so,
- identify various forms of stories and words of guidance and describe their key elements.

Developing Omushkego cultural skills

By the end of Grade 8, students will:

Music and Dance (the arts)

- sing traditional drum songs or religious songs, giving particular attention to using suitable dynamics, tempi, and phrasing,
- participate in different dances, e.g., traditional feast dance, duck dance, step dance, square dance,

Fun and Games (health and physical education)

- play traditional games, e.g., tossing the ball, cup and pin, wrestling, and yoke and buttons,

Shelter Construction Technology (science and technology)

- identify temporary and modern shelters, e.g., open brush, lean-to, prospector's tent,
- select tools and materials used to make open brush shelters and lean-tos,
- make lean-to,
- maintain lean-to,
- practice living in a lean-to,
- make open brush shelter,
- maintain open brush shelter,
- practice living in an 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,
- demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity,
- demonstrate the ability to assess situations for potential dangers,

- develop competence in living on the land,
Traditional Storytelling (language arts)
- identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks,
- retell and enjoy stories told for entertainment,
- listen to words of guidance,
- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups,
- identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies,
- demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience.

Investigating and communicating required knowledge

By the end of Grade 8, students will:

Music and Dance (the arts)

- sing and/or play, in tune, music in unison and in two or more parts from a variety of cultures, styles, and historical periods,
- express analytical, personal responses to musical performances in a variety of ways,
- analyse, using dance vocabulary, their own and others’ dance pieces to identify the elements of dance and the choreographic forms used in them,
- use dance as a language to communicate messages about themes of social justice and/or environmental health,
- determine the appropriate choreographic form and create dance pieces for a specific audience or venue,
- use technology, including multimedia, to enhance the message communicated by the choreography in a dance piece,

Fun and Games (health and physical education)

Shelter Construction Technology (science and technology)

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,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members,

Traditional Storytelling (language arts)

- communicate the main idea of a story or words of guidance and explain how details support the main idea,
- identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts,
- communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience,
- use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience,
- identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills,
- identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 8, students will:

Music and Dance (the arts)

- 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,
- review dance performances, orally, critiquing the use of elements and techniques in the particular genre,
- identify and discuss the qualities and skills needed to create and perform productions in dance,
- compare and contrast music from the past and present,
- apply the elements of music through performing, composing, and arranging music for a specific effect or clear purpose,
- use the tools and techniques of musicianship in musical performances,
- identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members,
- create dance pieces to respond to issues that are personally meaningful to them,
- describe how social, political, and economic factors influenced the emergence and development of a dance form or genre of their choice,
- identify and give examples of their strengths and areas for growth as dance creators, interpreters, and audience members,

Fun and Games (health and physical education)

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

Shelter Construction Technology (science and technology)

- successfully construct a lean-to or open brush shelter,
- successfully set up and take down a prospector’s tent,

Living Well (health and physical education)

- use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education,
- actively participate according to their capabilities in a wide variety of program activities,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments,
- demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings,
- follow cultural ways or protocols for showing respect to an elder or cultural resource person,
- 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 (language arts)

- extend understanding of stories told for entertainment or words of guidance, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them,
- analyse a variety of complex or challenging oral texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies,
- identify some stylistic devices used in storytelling and explain their use,
- use knowledge of the elements of grammar and structure of words and sentences to understand what they heard,
- recall and relate words of guidance that explain traditional teachings,
- show respectful appreciation during a storytelling presentation.

Grade 8: Fall (September–October)

Overall Expectations

By the end of Grade 8, students will:

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 goose hunting camp,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,

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

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

- demonstrate the ability to make connections that relate to health and well-being –

how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,

- participate actively and regularly in a wide variety of physical activities, and

demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity,

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

- follow Omushkego culture and language practices,

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

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 8, students will:

Waterfowl Hunting (science & technology)

–identify the locations of traditional fall waterfowl hunting sites within the Mushkegowuk territory,

Goose Hunting Camps (social values)

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

Large Game Hunting (science & technology)

–identify the locations of traditional fall moose hunting areas within the Mushkegowuk territory,

Moose Hunting Camps (social values)

–identify the locations of traditional fall moose hunting camps within the Mushkegowuk territory,

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,

–identify strategies for promoting healthy eating within the school, home, and community,

–demonstrate an understanding of factors that motivate personal participation in physical activities every day,

–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 8, students will:

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 Camps (social values)

–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,

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 Camps (social values)

- 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 (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,
- demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity,

- demonstrate the ability to assess situations for potential dangers,
- develop competence living on the land.

Investigating and communicating required knowledge

By the end of Grade 8, students will:

Waterfowl Hunting (science & technology)

Goose Hunting Camps (social values)

Large Game Hunting (science & technology)

Moose Hunting Camps (social values)

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,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 8, students will:

Waterfowl Hunting (science & technology)

- successfully hunt ducks, Snow geese, plovers, and yellowlegs,

Goose Hunting Camps (social values)

- successfully participate in fall goose hunting camp activities,

Large Game Hunting (science & technology)

- successfully hunt moose and caribou,

Moose Hunting Camps (social values)

- successfully participate in fall moose hunting camp activities,

Living Well (health and physical education)

- use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education,
- evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, and ingredients,
- handle and prepare plants, ducks, and geese, plovers, and yellowlegs properly,
- handle and prepare moose and caribou properly,
- handle food preparation tools and equipment safely,

- actively participate according to their capabilities in a wide variety of program activities,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments,
- demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings,
- follow cultural ways or protocols for showing respect to an elder or cultural resource person,
- 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 8: Freezing Up (November–December)

Overall Expectations

By the end of Grade 8, students will:

Hide and Line Preparation (science & technology)

- prepare moose hide,
- make moose and caribou rawhide,
- make sinew line from moose or caribou tendons,
- produce line from plants for various purposes,

Clothing Preparation (the arts)

- 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,
- manufacture rabbits skin hats, winter moccasins with ankle flaps and thongs, mittens with duffel and tanned skin line, rabbit skin sleeping robes, feather blankets, and summer moccasins,
- identify and collect hide and beadworking working materials and tools,
- create beadwork and silkwork patterns on hides,
- manufacture hide and beadworking products,

Craft Technology (the arts)

- 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,
- 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,
- Living Well** (health and physical education)
- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely,
 - demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
 - demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being,
 - participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity,
 - demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
 - follow Omushkego culture and language practices,
 - demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 8, students will:

Hide and line Preparation (science & technology)

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

Clothing Preparation (the arts)

- recognize the 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 (the arts)

- identify the 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,

- identify strategies for promoting healthy eating within the school, home, and community,
- demonstrate an understanding of factors that motivate personal participation in physical activities every day,
- 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 8, students will:

Hide and Line Preparation (science & technology)

- 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 (the arts)

- 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,
- 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 summer moccasins,

Craft Technology (the arts)

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, or 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 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,
- specific traditional implements activities (fall, winter, and spring)
- 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)
- demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity,
- demonstrate the ability to assess situations for potential dangers,
- develop competence using and making materials from the land.

Investigating and communicating required knowledge

By the end of Grade 8, students will:

Hide and Line Preparation (science & technology)

Clothing Preparation (the arts)

Craft Technology (the arts)

- 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, **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,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 8, students will:

Hide and Line Preparation (science & technology)

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

Clothing Preparation (the arts)

- 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 (the arts)

- 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)

- use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education,
- handle hide, line, clothing, and craft tools and equipment safely,
- actively participate according to their capabilities in a wide variety of program activities,
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments,
- demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings,
- follow cultural ways or protocols for showing respect to an elder or cultural resource person,
- 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 8: Winter (January–February)

Overall Expectations

By the end of Grade 8, 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, 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 (science & technology)

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

Living Well (health and physical education)

- 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,
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being,
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being,
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity,
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living,
- follow Omushkego culture and language practices,
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities,

Traditional Storytelling (language arts)

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

- 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 situations.

Specific Expectations

Understanding Omushkego cultural concepts and values

By the end of Grade 8, 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,

Trapping and Snaring (science & technology)

- identify the tools and techniques used in trapping and snaring,

Hide Preparation (science & technology)

- identify the tools and techniques used in hide preparation,

Large Game Hunting (science & technology)

- identify the locations of traditional winter moose hunting areas within the Mushkegowuk territory,

Travel and Transportation Technology (science & technology)

- describe traditional travel and transportation equipment and their uses,

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,
- identify strategies for promoting healthy eating within the school, home, and community,
- demonstrate an understanding of factors that motivate personal participation in physical activities every day,
- 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,
- Traditional Storytelling** (language arts)
- recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- recognize popular stories about personal experiences and reminiscences, local history accounts, and real events,
- demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways,
- develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations,
- explain what the use of irony or satire in an oral text reveals about the speaker's purpose and perspective,
- identify a wide variety of presentation strategies used in oral texts, evaluate their effectiveness, and suggest other strategies that might have been as effective or more so,
- explain how various elements in a legend or story function in relation to each other,
- identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning,
- identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Developing Omushkego cultural skills

By the end of Grade 8, 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), beaver,
- 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,

Travel and Transportation Technology (science & technology)

- 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,

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,
- demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity,

- demonstrate the ability to assess situations for potential dangers,
- develop competence living off the land,
- Traditional Storytelling** (language arts)
- identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks,
- listen and enjoy traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- listen to and enjoy popular stories about personal experiences and reminiscences, local history accounts, and real events,
- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups,
- identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies,
- demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience.

Investigating and communicating required knowledge

By the end of Grade 8, 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)

Trapping and Snaring (science & technology)

Hide Preparation (science & technology)

Travel and Transportation Technology (science & technology)

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,
- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living,

–apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members,

Traditional Storytelling (language arts)

–communicate the main idea of a legend or story and explain how details support the main idea,

–communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience,

–use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience,

–identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills,

–identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.

Applying Omushkego cultural concepts, skills, and values

By the end of Grade 8, 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 (science & technology)

–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,

Living Well (health and physical education)

–use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education,

–evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, and ingredients,

–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,

–actively participate according to their capabilities in a wide variety of program activities,

–demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments,

–demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings,

–follow cultural ways or protocols for showing respect to an elder or cultural resource person,

–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 (language arts)

–extend understanding of traditional legends and popular stories, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them,

–analyse a variety of complex or challenging oral texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies,

–recall and relate parts of traditional stories or legends from the past that explain traditional ways of life,

–recall and relate parts of traditional stories from personal experiences and reminiscences, local history accounts, and real events about the Omushkego people.

–identify some stylistic devices used in storytelling and explain their use,

–use knowledge of the elements of grammar and structure of words and sentences to understand what they heard,

–show respectful appreciation during a storytelling presentation.

Omushkego Values

Overall Expectations

By the end of this program, students will:

- [develop the values or general more stable beliefs generated from personal experiences (learned by directed encounters with an object or situation) and cultural transmission (learned from others) that are considered essential for meaningful life in the world around them;]
- begin to develop a personal value system within a context that reflects the priorities of a concerned society and at the same time recognizes the integrity of the individual;
- become aware of the values that Canadians [and Omushkego people] regard as essential to the well-being and continuing development of their society—namely, respect for the individual, concern for others, social responsibility, compassion, honesty, and the acceptance of work, thought, and leisure as valid pursuits for human beings;
- begin to develop a personal set of values by identifying value alternatives and their consequences, selecting personal values from the alternatives, internalizing the values selected, and acting in accordance with the values selected;
- identify and analyse public value issues.

—from Ministry of Education. (1975). *The Formative Years*. Toronto: Queen's Printer for Ontario.

Specific Expectations

By the end of this program, students will:

- listen to, be considerate of, and honour themselves (respect for themselves);
- listen to, be considerate of, and honour everything in the world (respect for the Creator);
- listen to, be considerate of, and honour parents (respect for parents);
- listen to, be considerate of, and honour elders (respect for elders);
- listen to, be considerate of, and honour others (respect for others);
- listen to, be considerate of, and honour plants and animals (respect for plants and animals);
- listen to, be considerate of, and honour the land (respect for the environment);
- use resources together (sharing);

- recognize and accept accountability to themselves for decisions made and action taken (responsibility to themselves);
- recognize and accept accountability to others for decisions made and action taken (responsibility to others);
- recognize and accept accountability to themselves and others for decisions made and action taken (responsibility to themselves and others);
- recognize and accept accountability to the environment for decisions made and action taken (environmental responsibility);
- recognize, value and enjoy their own language, traditions, and culture (appreciation for their culture);
- recognize, value and enjoy another’s language, traditions, and culture (appreciation for another’s culture);
- recognize and appreciate the significance of teasing and joking (humour)*;
- control their actions or feelings which may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control);
- show a desire to work hard with steady, careful effort (diligence);
- feel or express thanks for the good things that the Creator has given them and others (thankfulness);
- show honesty (truthfulness);
- show feelings of interest or concern which may be demonstrated by the kind treatment of others (caring);
- develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience);
- pursue a problem or task to its completion (perseverance);
- show initiative in beginning tasks, working independently and solving problems (self-reliance).

— from Cree School Board. (1997). *Cree School Board Cree Language and Culture Guide—Secondary Sector*. Chisasibi, QC: Cree School Board; Northern Nishnawbe Education Council. (1996). *Sioux Lookout District First Nations’ Response to Secondary School Reform*. Sioux Lookout, ON: Northern Nishnawbe Education Council; Ohmagari, K. (1996). *Social Change and Transmission of Knowledge and Bush Skills among Omushkegowuk Cree Women*. Unpublished doctoral dissertation, University of Manitoba, Winnipeg, Canada; Hishkoonikun Education Authority. (1995). *The Traditional Values Project 1994–1995*. Kashechewan, ON: Hishkoonikun Education Authority; Hishkoonikun Education Authority. (1994). *The Traditional Values Project 1993–1994*. Kashechewan, ON: Hishkoonikun Education Authority.

* not found in these resources but shown to be an important aspect of Omushkego life

Achievement Levels

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

—from *The Ontario Curriculum, Language (Grades 1–8)*, 2006 revised, p. 16

The Achievement Chart for Omushkego Culture

[The achievement chart for Omushkego culture] enables teachers to make consistent judgments about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of the achievement chart are to:

- provide a framework that encompasses all curriculum expectations for all [grades and subjects represented in this document];
- guide the development of assessment tasks and tools (including rubrics);
- help teachers plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to Omushkego or provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate student learning.

—from *The Ontario Curriculum, Social Studies (Grades 1 to 6) History and Geography (Grades 7 and 8)*, 2013 revised, pp. 27–28

The achievement chart for culture identifies four categories of knowledge, skills, and values: Understanding Omushkego cultural knowledge and values, Developing Omushkego cultural skills,

Investigating and communicating required knowledge, and Applying Omushkego cultural knowledge, skills, and values. These categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. For each of these categories, there are four levels of achievement. These levels contain brief descriptions of degrees of achievement on which teachers will base their assessment of students' work.

The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories....

—adapted from *The Ontario Curriculum, Language (Grades 1–8), 2006 revised*, pp. 17–19

Specific qualifiers are used to define each of the four levels of achievement, e.g., one of the expectations in the Fall strand for Grade 3 is that students will make berry stew with water, flour, shortening, sugar, and berries. If the student develops a few of these skills correctly and only with assistance, the student's achievement of that expectation would be at level 1 in the category of developing Omushkego cultural skills.

Level 4 identifies the characteristic of student achievement that represents the expected level of achievement, which is considered the standard for each grade. In Omushkego culture a priority is placed on doing things well as survival often depended on it. A student's work at level 4 in culture in any grade may be described in general terms as follows:

The student shows a thorough understanding of Omushkego cultural knowledge and values through complete explanations of them. He or she develops all (or almost all) of the required Omushkego cultural skills correctly with little or no assistance. The student investigates or communicates consistently with clarity and precision using appropriate Omushkego terminology and vocabulary in land-based, school, or community situations. She or he consistently applies the required Omushkego knowledge, skills, and values in a variety of contexts. The student shows a thorough understanding of connections between personal experiences, Omushkego culture, and the world inside and outside the school.

Teachers will ensure that student work is assessed and evaluated in a balanced manner with respect to the four categories, and that the achievement of particular expectations is considered within appropriate categories. The emphasis on balance reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation.

—from *The Ontario Curriculum, Social Studies (Grades 1 to 6) History and Geography (Grades 7 and 8)*, 2013 revised, p. 30

Achievement Chart for Omushkego Culture Grade 4 to Grade 8

Knowledge/ Skills/Values	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
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 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 and only with assistance	— develops some of the required Omushkego cultural skills correctly with frequent assistance	— develops most of the required Omushkego cultural skills correctly with only occasional assistance	— develops all (or almost all) of the required Omushkego cultural skills correctly with little or no assistance
Investigating and communicating required knowledge (linguistic culture) The student:	— rarely investigates or communicates in Omushkego with clarity and precision — rarely uses appropriate Omushkego terminology and vocabulary in land-based, school or community situations	— sometimes investigates or communicates in Omushkego with clarity and precision — sometimes uses appropriate Omushkego terminology and vocabulary in land-based, school, or community situations	— usually investigates or communicates in Omushkego with clarity and precision — usually uses appropriate Omushkego terminology and vocabulary in land-based, school or community situations	— consistently investigates or communicates in Omushkego with clarity and precision — consistently uses appropriate Omushkego terminology and vocabulary in land-based, school or community situations
Applying Omushkego cultural knowledge, skills, and values (social culture) The student:	— rarely applies knowledge, skills, and values in a variety of contexts — shows limited understanding of connections between personal experiences, Omushkego culture, and the world outside the school or community	— sometimes applies knowledge, skills, and values in a variety of contexts — shows some understanding of connections between personal experiences, Omushkego culture, and the world outside the school or community	— usually applies knowledge, skills, and values in a variety of contexts — shows a good understanding of connections between personal experiences, Omushkego culture, and the world outside the school or community	— consistently applies knowledge, skills, and values in a variety of contexts — shows a thorough understanding of connections between personal experiences, Omushkego culture, and the world outside the school or community

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About Omushkego Culture Grade 4 to 8

The Omushkego Language and Culture Curriculum 2014 (Revised)

This document is part of a collection of resources designed to help 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 elementary 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>.