First Nations, Métis, and Inuit Connections

Scope and Sequence of Expectations

2014
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PREFACE

“Over the past three years, relationships with school boards; schools; parents; teachers; and First Nation, Métis and Inuit communities and organizations have become stronger. Activities have enhanced targeted supports for students and educators. Knowledge and awareness of First Nation, Métis and Inuit histories, cultures and perspectives have increased throughout the provincial education system. Through additional supports, including classroom resources and professional development opportunities, teachers are also better equipped to embed Aboriginal perspectives into the classroom.”


In support of its focus on student achievement and closing attainment gaps, the Ministry of Education has identified First Nations, Métis, and Inuit education as an important priority in Ontario.

Ministry policies, strategies, and initiatives, including the equity and inclusive education strategy, the English language learners policy, and the Aboriginal education strategy, support respect for and acceptance of diversity in Ontario’s schools. For example, through the *Ontario First Nation, Métis, and Inuit Education Policy Framework*, a key part of the Aboriginal education strategy, the ministry is committed to developing strategies to support and strengthen a curriculum that facilitates learning about contemporary and traditional First Nations, Métis, and Inuit cultures, histories, and perspectives among all students.

To ensure Aboriginal perspectives are represented in the curriculum, a wide range of Aboriginal partners, including First Nations, Métis, and Inuit Elders, Senators, knowledge keepers, educators, cultural advisers, and community leaders, are engaged in the curriculum review process. All revised curriculum policy documents also undergo a third-party review to ensure the accuracy and relevancy of the First Nations, Métis, and Inuit perspectives included in them.

Ontario publicly funded schools have an important role to play in promoting an inclusive school climate and a learning environment in which all students, including First Nations, Métis, and Inuit students, see themselves reflected in the curriculum and in which all students have opportunities, across the Ontario curriculum, to learn about and appreciate contemporary and traditional First Nations, Metis, and Inuit cultures, histories and perspectives. The Ontario curriculum promotes active and engaged citizenship, which includes greater awareness of the distinct place and role of Aboriginal peoples in our shared heritage and in the future in Ontario.

As the following statement by Clinton L. Beckford and Russell Nahdee indicates, the inclusion of First Nations, Métis, and Inuit connections in the curriculum creates enriching experiences and outcomes for all learners:
“For Aboriginal students, the inclusion of indigenous perspectives can help to foster engagement in the learning process through increased relevance to their own experiences and culture, leading to increased self-esteem and better learning outcomes. For other students, indigenous perspectives extend and enrich the educational experience, provide intercultural knowledge and experiences and afford opportunities to explore and appreciate Aboriginal socio-cultural, economic and ecological contributions to Canadian society.”


This *Scope and Sequence* resource document is designed to assist teachers with incorporating First Nations, Métis, and Inuit perspectives into the classroom by highlighting where there are opportunities for students to explore themes, ideas, and topics related to Aboriginal peoples in Canada in each discipline, from Grades 9 to 12. This document will be updated regularly to reflect changes related to First Nations, Métis, and Inuit connections in revised curriculum policy documents that have come into effect.

This resource is one among many tools the ministry has developed, or is currently developing, to build educator capacity and support the delivery of learning opportunities for students in the area of Aboriginal cultures, contributions, histories, and perspectives. Additional resources include:

- **Educator videos** – Videos have been created to demonstrate opportunities for making Aboriginal connections in various contexts (e.g., making connections in an arts curriculum [go to Curriculum Services Canada at http://resources.curriculum.org/arts/]; showcasing the integration of financial literacy teaching and learning in a classroom in Moosonee [go to www.EduGAINS.ca/newsite/financialLiteracy/teachinglearningexamples.html]).

- **Language resource documents** – Documents have been developed to support educators in teaching language patterns for various dialects, including Oneida, Cayuga, and Mohawk; Ojibwe, Cree, and Oji-Cree as well as Delaware. Go to:
  - www.edu.gov.on.ca/eng/curriculum/secondary/NativeLangs_OneidaCayugaMohawk.pdf;

- **Textbooks** – Textbooks such as *Aboriginal Peoples in Canada* and *Aboriginal Beliefs, Values, and Aspirations* have been developed to meet the expectations of the Grade 10 and Grade 11 Native studies courses. These textbooks were published by Pearson Canada in 2011 with support from the Ministry of Education.
In the curriculum policy documents, the ministry endeavours to use terminology related to Aboriginal peoples in accurate, respectful ways that reflect the specific context and circumstance the term is meant to describe. While language is always evolving and terminological preferences vary, the ministry has chosen to use the term “Aboriginal” when a context is inclusive of all three cultural groups – First Nations, Métis, and Inuit (while also recognizing the diversity within these groups). Where the context is specific to a particular cultural group, the ministry has endeavoured to be as specific as possible to the community, nation, and/or cultural group.

Some disciplines, by virtue of their content, are more closely linked to the development of skills and knowledge related to First Nations, Métis, and Inuit connections than others. This document identifies both the expectations that explicitly address aspects of First Nations, Métis, and Inuit histories, cultures, and perspectives and those where connections can be made through the accompanying examples or teacher prompts. The First Nations, Métis, and Inuit connections identified in this document are only a sample, including only the most direct opportunities available in the existing secondary curriculum. Even where the subject matter of a discipline or course does not lend itself explicitly to making First Nations, Métis, and Inuit connections, educators can draw on Aboriginal cultures and realities for scene setting in examples and lessons wherever possible.

The expectations listed in this resource document are taken from the current Ontario curriculum policy documents for Grades 9 and 10 and Grades 11 and 12 in the following disciplines:

- the arts
- business studies
- Canadian and world studies
- classical and international languages; classical studies and international languages
- computer studies
- English
- English as a second language and English literacy development
- French as a second language – Core, Extended, and Immersion French
- guidance and career education
- health and physical education
- interdisciplinary studies
- mathematics
- Native languages
- Native studies
- science
- social sciences and humanities
- technological education

The date of publication of each of the documents represented is given in the heading at the start of the section for each discipline.

The disciplines are organized alphabetically in the document, and expectations are presented under the name of the strand within which they appear in the curriculum policy document. Examples and teacher prompts are included only if they have a First Nations, Métis, and/or Inuit connection.
Expectations are cited in the way in which they appear in the various documents. For example, the overall and specific expectations from recently revised documents are identified using the numbering system that is used in the particular document (e.g., “1”, “1.1”, “1.2”, or “A1”, “A1.1”, “A1.2”). Expectations from older documents are identified as follows:

- for overall expectations
  - for specific expectations

Expectations that are related to one another (e.g., an overall expectation and its corresponding specific expectations; several specific expectations from the same subsection) are grouped wherever possible. Subheadings from the curriculum document are used where necessary to indicate that expectations are from separate sections in the same strand.

For the purposes of this document, the text that normally precedes the expectations – “By the end of this course, students will” – has been omitted.

See the Preface for important information on the organization of the following material.

Many of the courses in the arts curriculum provide opportunities to explore First Nations, Métis, and Inuit connections. Students can study and respond to works of art that reflect the diversity of First Nations, Métis, and Inuit cultures. They can investigate how Aboriginal beliefs and rituals, especially those connected to the land and nature, are reflected in the various arts. In creating various forms of art themselves, students can draw inspiration from and explore issues relating to Aboriginal artistic expression and contributions to Canadian identity.

Dance, Grade 9, Open (ATC1O)

A. Creating, Presenting, and Performing

A2. Choreography and Composition
A2.2 construct a short dance composition based on a given stimulus (e.g., ... create a short dance based on images from nature in Aboriginal art)

C. Foundations

C2. Contexts and Influences
C2.3 identify some shared characteristics of dance forms from around the world and illustrate them through performance (e.g., ... identify elements in the Aboriginal dances of two different cultures that reveal their connection to nature and the environment)

Teacher prompts: ... “How are dances of Polynesians and Aboriginal peoples in Canada the same and/or different in the way they reflect the natural environment?”

Dance, Grade 10, Open (ATC2O)

B. Reflecting, Responding, and Analysing

B2. Dance and Society
B2.3 identify and describe ways in which different types of dance reflect the cultures that produced them (e.g., ... the hoop dance reflects Aboriginal beliefs about how all living things on the earth grow, change, and are connected)

Teacher prompts: ... “What beliefs about the natural world are expressed in the Aboriginal hoop dance or animal dance?”
Drama, Grade 9, Open (ADA1O)

A. Creating and Presenting

A1. The Creative Process
A1.2 select and use appropriate forms to suit specific purposes in drama works (e.g., ... develop a ritual that could be part of an Aboriginal celebration)

Teacher prompts: … “What kinds of things might Aboriginal people celebrate with ritual? What types of rituals are used? …”

B. Reflecting, Responding, and Analysing

B2. Drama and Society
B2.1 identify and explain the various purposes that drama serves or has served in diverse communities and cultures from the present and past (e.g., ... to highlight or interpret religious or ethical beliefs, as in ... Aboriginal cultures; to celebrate or commemorate key traditions or historical events of a culture or country)
B2.4 identify ways in which dramatic exploration promotes an appreciation of diverse cultures and traditions (e.g., describe what they learned from experiencing different perspectives on reality through drama works based on Aboriginal and/or international sources)

Teacher prompts: “What did you learn about our connections to nature and the world around us from viewing or presenting dramas based on Aboriginal legends?” “How does presenting or viewing drama based on stories from another culture help you understand that culture better?”

Drama, Grade 10, Open (ADA2O)

B. Reflecting, Responding, and Analysing

B1. The Critical Analysis Process
B1.2 analyse a variety of drama works to compare and assess how they explore universal themes and issues (e.g., compare and contrast the handling of similar themes in dramatizations of ... Aboriginal tales)

B2. Drama and Society
B2.4 identify ways in which dramatic exploration contributes to their understanding of diverse cultures and traditions (e.g., identify insights they gained through exploring the role of ritual in ... Aboriginal ceremonies)
Integrated Arts, Grade 9 or 10, Open (ALC1O/ALC2O)

A. Creating and Presenting

A1. The Creative Process
A1.3 use the appropriate stages of the creative process to produce and present preliminary integrated art works, individually and/or collaboratively, in response to creative challenges (e.g., ... a work that integrates drama and music to represent a First Nation, Métis, or Inuit world view), and revise their works on the basis of peer- and self-assessment ...

B. Reflecting, Responding, and Analysing

B2. The Function of the Arts in Society
B2.1 describe the role of the arts as a vehicle for both cultural expression and the individual expression of the artist, with reference to works from both the past and the present (e.g., ... compare indigenous dances from different parts of the world with respect to their cultural meaning)
Teacher prompts: “What does this particular dance reveal about the culture that created it?” ...

B3. Values and Identity
B3.2 demonstrate an understanding of how exploring the arts has affected their perception and understanding of Canadian identity (e.g., ... their understanding of issues that concern Canadians, including Aboriginal peoples; ...)
Teacher prompts: … “How has your knowledge of the work of Aboriginal artists contributed to your understanding of Canadian identity?” ...

C. Foundations

C2. Contexts and Influences
C2.1 demonstrate an understanding of common symbols and themes in past and present art works from a variety of cultures, including First Nation cultures (e.g., explore world views and values inherent in Aboriginal cultural symbols; ...)
Teacher prompts: … “What are some of the most common symbols in First Nation art? What is the meaning of these symbols for First Nation artists?”

C2.2 describe, on the basis of research, themes in the work of some past and/or present artists, including Canadian artists, whose body of work incorporates more than one art form (e.g., prepare a short presentation on themes explored by artists such as ... Tomson Highway, ...)

C3. Conventions and Responsible Practices
C3.3 identify, on the basis of research, ethical and legal practices related to the various arts disciplines, and apply these practices when creating, presenting, or promoting art works, including integrated art works/productions (e.g., ... respect cultural protocols when exploring First Nation, Métis, and/or Inuit art forms)
Media Arts, Grade 10, Open (ASM2O)

A. Creating and Presenting

A1. The Creative Process
A1.1 use a variety of strategies (e.g., brainstorming, concept webs, mind maps, research using sources such as the Internet and/or oral sources) to generate ideas, individually and/or collaboratively, for solutions to creative challenges (e.g., creating a media art work based on a theme such as child poverty in Ontario)

Teacher prompts: “… How can you access oral sources, such as First Nation, Métis, and Inuit storytelling, in your research?” …

B. Reflecting, Responding, and Analysing

B2. Identity and Values
B2.2 identify and describe ways in which media art works reflect cultural identity (e.g., … the media art works of Ron Noganosh)

Teacher prompts: “How might a media artist use video to interpret and present the culture and history of the Métis?” …

Music, Grade 9, Open (AMU1O)

B. Reflecting, Responding, and Analysing

B2. Music and Society
B2.1 identify and describe ways in which traditional music reflects the society in which it was created and how it has affected communities or cultures (e.g., … the focus of the music in ceremonies and celebrations of some of Canada’s Aboriginal peoples; …)

Teacher prompts: … “Why are First Nation musical ceremonies and celebrations often connected to aspects of nature? What do these themes tell us about the Aboriginal societies in question?”

C. Foundations

C2. Characteristics and Development of Music
C2.2 identify and describe shared and unique characteristics of types of music from around the world, including Aboriginal music (e.g., the use of instruments in Aboriginal song; …)
Music, Grade 10, Open (AMU2O)

B. Reflecting, Responding, and Analysing

B2. Music and Society
B2.2 describe significant contributions of individuals within a community or culture to genres of traditional, commercial, and/or art music (e.g., ... Susan Aglukark’s integration of her Inuit musical heritage into contemporary music; ...)

C. Foundations

C2. Characteristics and Development of Music
C2.2 identify and describe shared and unique characteristics of traditional and contemporary music, including Aboriginal music, from Canada and around the world (e.g., compare and contrast Native music from Canada with that of other countries; in a small group, replicate ceremonial music from a Canadian Aboriginal group; ...)

Teacher prompts: “What are some of the characteristics of Canadian Aboriginal music? Why does it often portray or speak about nature and the environment?” ...

Visual Arts, Grade 10, Open (AVI2O)

B. Reflecting, Responding, and Analysing

B2. Art, Society, and Values
B2.2 identify and describe ways in which various art works reflect the societies in which they were created (e.g., with reference to the use of available materials, cultural influences, the depiction of current events or issues important to that society, the purpose of the work, the views and beliefs of audiences at the time)

Teacher prompts: “How did access to materials affect the type of art works historically produced by various Aboriginal cultures in Canada (e.g., Mi’kmaq quillwork, Inuit soapstone sculpture, Haida cedar masks)?”

Dance, Grade 11, Open (ATC3O)

A. Creating, Presenting, and Performing

A3. Dance Techniques
A3.1 apply knowledge of the movement vocabularies of a variety of dance forms from around the world (e.g., practise and demonstrate movements from ... one or more world dance forms, such as the Anishinabe “jingle dress dance” ...)
C. Foundations

C2. Contexts and Influences
C2.3 identify and describe similarities and differences in some dance forms from around the world and illustrate them through performance (e.g., do research to identify and compare some characteristic gestures and movements of Kathakali dance and Aboriginal dance, ... and perform excerpts from these styles to demonstrate their findings)

Drama, Grade 11, University/College Preparation (ADA3M)

A. Creating and Presenting

A1. The Creative Process
A1.1 develop interpretations of drama texts or other sources from a variety of Western and non-Western traditions as a basis for their own drama presentations (e.g., ... scenes from plays by men and women playwrights, including Aboriginal ... dramatists)

Drama, Grade 11, Open (ADA3O)

A. Creating and Presenting

A1. The Creative Process
A1.2 select and use appropriate dramatic forms to present themes or ideas about diverse cultures, contexts, and perspectives (e.g., use choral speaking, spoken word, and/or mime to dramatize an Aboriginal ... folk tale; ...)

A2. Elements and Conventions
A2.1 identify distinctive uses of the elements of drama in texts and sources from a range of cultures and incorporate them in their own drama works (e.g., use trickster characters such as Nanabush, coyote, ... from Aboriginal ... folk tales; ...)

Teacher prompt: “How can you present this story so that all the action happens within one day?”

Drama, Grade 12, University/College Preparation (ADA4M)

A. Creating and Presenting

A1. The Creative Process
A1.1 develop interpretations of drama texts from a variety of Western and non-Western dramatic traditions, past and present, as a basis for their own drama works (e.g., ... pivotal or climactic scenes from works by playwrights such as ... Tomson Highway, ...)

Teacher prompt: “How can you present this story so that all the action happens within one day?”
Teacher prompts: “How does this play reflect its own time period and culture? How can we stage it so as to show its relevance to our own society?” … “In what ways were women treated in society at the time this play was written? How did they deal with their subordination? What does the playwright communicate to us about their strength despite the odds that they face?”

B. Reflecting, Responding, and Analysing

B1. The Critical Analysis Process
B1.2 analyse a variety of contemporary and historical drama works to explain and evaluate how they communicate themes and dramatize issues (e.g., describe the strategies used to explore political and social issues in plays like … The Rez Sisters by Tomson Highway, and comment on their effectiveness)

B2. Drama and Society
B2.1 demonstrate an understanding of how drama questions social and cultural conditions in a variety of Canadian and global drama sources and traditions (e.g., determine the intended message in … Drew Hayden Taylor’s scrutiny of Native culture in Toronto at Dreamer’s Rock, …)
Teacher prompts: … “What are the defining characteristics of this style of theatre? How does it relate to the culture and time period in which it was created?”

Exploring and Creating in the Arts, Grade 11 or 12, Open (AEA3O/AEA4O)

B. Reflecting, Responding, and Analysing

B1. The Critical Analysis Process
B1.2 identify and describe the elements and principles used to create integrated art works, and analyse the methods used to combine these elements and principles into unified art works (e.g., … create a mind map of the artistic elements in a music video by contemporary First Nation, Métis, or Inuit musicians, and analyse how they have been combined into a cohesive whole)

B2. The Function of the Arts in Society
B2.1 explain various functions of the arts in society, with reference to both past and present societies (e.g., … report on the functions of art in Aboriginal societies; …)

B3. The Arts and Personal Development
B3.2 analyse, on the basis of research, the impact of a range of factors on the development of artists from various arts disciplines (e.g., … the influence of Aboriginal culture on the work of Santee Smith; …)
C. Foundations

C2. Contexts and Influences
C2.1 demonstrate an understanding of symbols used in a variety of past and present art works from various cultures from around the world (e.g., research and report on the significance of symbols associated with ... First Nation, Métis, and Inuit pictographs; ...)
C2.2 research, reflect on, and explain how common themes (e.g., love, war, heroism, death, joy, work, nature) are addressed in a variety of past and present art works from various cultures

Teacher prompts: ... “What are some of the ways in which Canadian artists, including ... First Nation, Métis, and Inuit artists, have addressed the theme of nationhood?”

Media Arts, Grade 11, University/College Preparation (ASM3M)

A. Creating and Presenting

A3.3 communicate their purpose and artistic intention when creating and presenting media art works, using a variety of tools, technologies, and techniques (e.g., create a video-based installation that uses dramatic images to encourage the audience to consider social issues related to Aboriginal rights ...)

B. Reflecting, Responding, and Analysing

B2. Identity and Values
B2.2 analyse the ability of media art works to express historical or contemporary cultural identities (e.g., Alanis Obomsawin’s Kanehsatake: 270 Years of Resistance; ...), and explain how obstacles can limit that ability

C. Foundations

C3. Responsible Practices
C3.2 explain ethical and legal issues associated with media arts, particularly with respect to social justice and equity issues (e.g., issues of ... cultural appropriation), and use ethical and legal practices when creating, presenting, or promoting media art works

Teacher prompt: “What factors should you consider when representing or documenting ... cultural groups or when exploring sensitive issues?”

Media Arts, Grade 11, Open (ASM3O)

A. Creating and Presenting

A1. The Creative Process
A1.4 exhibit or perform media art works, individually and/or collaboratively, using a variety of methods that are appropriate for their work (e.g., ... a podcast on the significance of storytelling in First Nation, Métis, and/or Inuit cultures)
B. Reflecting, Responding, and Analysing

B2. Identity and Values
B2.2 explain ways in which media art works reflect cultural identity (e.g., works in the ImagINATIVE Film and Media Arts Festival; the work of Jenny Fraser)
B2.3 identify and explain ways in which media art works can influence community or societal values (e.g., ... explore the effects of community-based broadcasting on the maintaining of cultural identity in Aboriginal communities)
B2.5 explain how the process of critically analysing media art works has affected their understanding of the values of other cultures and communities (e.g., how analysing the approach and message of, and tools used in, a work by a media artist from outside their own community/culture has expanded their understanding of another culture)
Teacher prompt: “In what ways has your analysis of Zacharias Kunuk’s film Atanarjuat / The Fast Runner informed your understanding of the traditional values of Inuit culture?”

Media Arts, Grade 12, University/College Preparation (ASM4M)

A. Creating and Presenting

A3.3 communicate their purpose and artistic intention when creating and presenting media art works, using a variety of approaches, tools, technologies, and techniques in an increasingly skillful and personalized way (e.g., ... produce a short documentary to raise awareness of a current Aboriginal issue, using an approach similar to that in Alanis Obomsawin’s works)

B. Reflecting, Responding, and Analysing

B1. The Critical Analysis Process
B1.2 use the critical analysis process, including the process of deconstruction, to analyse and evaluate different types of media art works (e.g., interactive installations, animations, music videos, performance art, websites, digitally manipulated photographs, documentaries) by contemporary media artists (e.g., ... assess the effectiveness of Don Kelly’s A Fish Out of Water in providing insight into contemporary Aboriginal identities)

B2. Identity and Values
B2.2 analyse, on the basis of investigation, the ability of media art works to express and promote cultural identities (e.g., a media art work on the spirit or resilience of an Aboriginal culture), and analyse how obstacles can limit that ability (e.g., how galleries or the Internet might limit the representation of different cultures; how appropriation of ideas can affect the expression of identity)
Teacher prompts: … “What are some of the ways in which Aboriginal media artists have portrayed their cultures? In what ways are these portrayals different from outsiders’ portrayals of these cultures? What accounts for these differences?”
C. Foundations

C2. Contexts and Influences
C2.1 analyse in detail the connections between a contemporary media art work and related historical art works (e.g., compare and contrast the use of text in media art works with its use in ... Aboriginal rock paintings that include pictographs; ... compare contemporary First Nation, Métis, and/or Inuit portrait photography, such as that in the Aboriginal youth magazine SAY, with the historical photographs of Edward Curtis)

Media Arts, Grade 12, Workplace Preparation (ASM4E)

B. Reflecting, Responding, and Analysing

B2. Identity and Values
B2.2 analyse how media art works express cultural identity (e.g., ... documentaries such as The Invisible Nation; ...)

Music, Grade 11, University/College Preparation (AMU3M)

A. Creating and Performing

A3. Techniques and Technologies
A3.2 apply compositional techniques when composing and/or arranging music (e.g., ... use vocables and strophes when composing a vocal composition in the style of a First Nation song; ...)

C. Foundations

C1. Theory and Terminology
C1.1 extend their understanding of the elements and other components of music, particularly through practical application and aural recognition, and use appropriate terminology related to these elements (e.g., ... recognize various forms and aspects of form, such as ... vocables in Native American songs)

C2. Characteristics and Development of Musical Forms
C2.2 analyse, on the basis of research, and report on the characteristics of and ideas in traditional and contemporary music, including Aboriginal music, from Canada and around the world (e.g., ... research and report on connections between music and nature; interview a First Nation musician and share his or her experiences and perspectives with their peers)

Teacher prompts: … “What are some of the key themes in Aboriginal music in Canada? How do these themes compare to those in Aboriginal music in other countries?”
Music, Grade 11, Open (AMU3O)

C. Foundations

C1. Theory and Terminology
C1.2 demonstrate an understanding of, and use proper terminology when referring to, aspects of musical form in a variety of genres (e.g., ... vocables in North American Aboriginal songs; ...)

C2. Musical Genres and Influences
C2.2 describe, in a research-based report or presentation, the interrelationship between nature / the environment and various kinds of music, including Aboriginal music ...

Teacher prompts: “What attitudes towards the environment are evident in traditional and contemporary Aboriginal music?” ...

Music, Grade 12, University/College Preparation (AMU4M)

B. Reflecting, Responding, and Analysing

B1. The Critical Analysis Process
B1.4 gather information from a range of reliable sources on music history, composers and musicians, technical and/or aesthetic criticism, and audience responses, and analyse, critique, and reflect on the information with increasing insight to enhance their critical judgement and ongoing interpretation of music (e.g., ... investigate the purpose, cultural context, technical complexities, and elements of a selection of contemporary Aboriginal music; ...)

Teacher prompts: ... “Does an understanding of the cultural or historical context of a composition influence your opinion of the work? Why or why not?”

B2. Music and Society
B2.2 analyse the impact of significant individuals or groups from a variety of cultures or communities on various genres of traditional, commercial, and/or art music ...

Teacher prompts: ... “Name some influential Canadian Aboriginal artists, and describe how they have contributed to contemporary Aboriginal musical genres.”

C. Foundations

C2. Characteristics and Development of Musical Forms
C2.2 analyse, on the basis of in-depth research, and report on the characteristics of and ideas in a variety of forms of traditional and contemporary music, including Aboriginal music, from Canada and around the world (e.g., ... the use of the didgeridoo in Aboriginal music in Australia; ...)

The Arts
Music, Grade 12, Workplace Preparation (AMU4E)

C. Foundations

C2. Characteristics and Development of Musical Forms
C2.2 explain, in a research-based report or presentation, the characteristics of and ideas addressed in traditional and contemporary music, including Aboriginal music from Canada and around the world …

Teacher prompts: “What themes are expressed in contemporary Aboriginal music in Canada?” …

Visual Arts, Grade 11, University/College Preparation (AVI3M)

B. Reflecting, Responding, and Analysing

B2. Art, Society, and Values
B2.3 reflect on and explain how creating and analysing art works has affected their personal identity and values and/or changed their perceptions of society and social issues (e.g., with reference to … their understanding of the meaning of objects and symbols associated with a variety of cultural groups; …)

Teacher prompts: “Has analysing art works created by First Nation artists affected your awareness of or position on Aboriginal issues in Canada? Why or why not?” …

Visual Arts, Grade 11, Open (AVI3O)

B. Reflecting, Responding, and Analysing

B1. The Critical Analysis Process
B1.3 communicate their understanding of the meanings of a variety of historical and contemporary art works, based on their interpretation of the works and an investigation of their historical and/or social context (e.g., Haida masks or totem poles; …)

C. Foundations

C3. Responsible Practices
C3.1 describe legal and ethical issues associated with the use of images, materials, and property (both physical and virtual) in the production of art works (e.g., … issues associated with cultural appropriation), and demonstrate legal and ethical practices when creating, presenting, and/or promoting art works …
Visual Arts, Grade 12, Workplace Preparation (AVI4E)

B. Reflecting, Responding, and Analysing

B1. The Critical Analysis Process
B1.3 interpret meanings of art works, including applied and commercial art works, from different historical periods (e.g., ... Haida totem poles)

C. Foundations

C3. Responsible Practices
C3.1 demonstrate an understanding of legal and ethical issues associated with intellectual, virtual, and physical property (e.g., issues related to ownership, plagiarism, appropriation), and apply ethical practices when appropriating the property of others and using cultural images in their art works (e.g., show sensitivity when using images associated with other cultures, including First Nation, Inuit, and Métis cultures)

See the Preface for important information on the organization of the following material.

In the business studies curriculum, First Nations, Métis, and Inuit connections can be made in expectations that focus on invention and innovation, the effects of technology, entrepreneurship, ethical issues, and leadership techniques.

Some subjects and courses within business studies may not lend themselves to the exploration of First Nations, Métis, and Inuit connections. Below are listed only the subjects and courses that offer clear opportunities for such connections.

**Introduction to Business, Grade 9 or 10, Open (BBI1O/BBI2O)**

*Entrepreneurship*

**Invention and Innovation**

- describe a variety of Canadian inventions … and innovations …, including Aboriginal inventions and innovations (e.g., goggles, snowshoes, kayaks)

**Information and Communication Technology in Business, Grade 9 or 10, Open (BTT1O/BTT2O)**

*Ethics and Issues in Information and Communication Technology*

**Legal, Social, and Ethical Issues**

- describe the impact of access and equity issues relating to information and communication technology (e.g., … the effect of technology on northern and Aboriginal communities)

**ENTREPRENEURSHIP, GRADES 11 AND 12**

**Entrepreneurship: The Venture, Grade 11, College Preparation (BDI3C)**

*Enterprising People and Entrepreneurs*

**Characteristics and Contributions of an Entrepreneur**

- develop a profile of a typical entrepreneur by researching a diverse group of successful entrepreneurs, including Aboriginal entrepreneurs
Ideas and Opportunities for New Ventures

Sources of Opportunities and Ideas
- describe how similar needs and wants have been satisfied in different ways (e.g., alternative methods of healing, such as Aboriginal … methods, versus Western medicine; …)

The Benefits of a Venture Plan

Components of a Venture Plan
- describe sources of information and advice that may facilitate the preparation of a business plan (e.g., … Aboriginal Business and Economic Development Organization, …)

Entrepreneurship: The Enterprising Person, Grade 11, Open (BDP3O)

Entrepreneurship and the Enterprising Employee

Entrepreneurial Characteristics and Factors Affecting Successful Entrepreneurship
- describe the barriers that various entrepreneurs (e.g., … Aboriginal peoples, …) have faced in the past and the factors that are contributing to their success today (e.g., funding, education, changing attitudes, mentoring)

BUSINESS LEADERSHIP, GRADE 12

Business Leadership: Management Fundamentals, Grade 12, University/College Preparation (BOH4M)

Foundations of Management

Issues of Ethics and Social Responsibility
- evaluate the impact of major ethical issues (e.g., … Aboriginal land claims versus interests of resource companies) and dilemmas (e.g., for the individual, the workplace, and the local and global community) on management strategies and decision making

Leading

Human Behaviour
- analyse the elements that shape human personality (e.g., cultural, social, and family influences) and their impact on human behaviour

Group Dynamics
- analyse the factors that contribute to the success or failure of a team (e.g., … cultural expectations, …)
Leadership Techniques

- compare different leadership styles (e.g., democratic, autocratic, laissez-faire, collaborative) and describe how these styles are exemplified by a variety of business leaders (e.g., men and women from diverse ethnocultural groups, including Aboriginal peoples)
In many of the courses in the Canadian and world studies curriculum, there are First Nations, Métis, and Inuit connections related to the influence of the histories, cultures, and perspectives of Aboriginal peoples in defining and shaping their identities and their contributions to Canadian society, as well as the social, economic, and political issues and challenges facing Aboriginal peoples in Canada both now and in the past.

The combination of the citizenship education framework (provided on page 10 of the 2013 Grade 9 and 10 curriculum document) and the knowledge and skills outlined in the curriculum expectations provides opportunities for students to learn what it means to be a responsible, active citizen – in both the community of the classroom and the diverse communities to which students belong within and outside the school, including First Nations, Métis, and Inuit communities. As teachers make connections between the citizenship education framework and the curriculum expectations, they may focus on terms and topics listed in the framework. Some examples of terms and topics of particular relevance to First Nations, Métis, and Inuit contexts are stewardship, advocacy, rights and responsibilities, and interconnectedness.

Issues in Canadian Geography, Grade 9, Academic (CGC1D)

A. Geographic Inquiry and Skill Development

A1. Geographic Inquiry

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information, formulating conclusions, and making judgements about geographic issues relating to Canada (e.g., … use the concept of geographic perspective to analyse the environmental, social, political, and economic impacts of globalization on various First Nations, Métis, and Inuit communities)

B. Interactions in the Physical Environment

B1. The Physical Environment and Human Activities

B1.1 analyse environmental, economic, social, and/or political implications of different ideas and beliefs about the value of Canada’s natural environment, and explain how these ideas/beliefs affect the use and protection of Canada’s natural assets

Sample questions: “How does the traditional ecological knowledge of the First Nations, Métis, and Inuit peoples influence their beliefs about the natural environment and its importance to them?” …

B1.2 analyse interrelationships between Canada’s physical characteristics and various human activities that they support (e.g., mountainous landforms support recreation; water bodies and flat land facilitate urban development and transportation)
Sample questions: … “How will the effect of warmer temperatures on caribou migration affect Inuit and other Aboriginal communities in Canada’s North?”

B1.3 assess environmental, economic, social, and/or political consequences for Canada of changes in some of the Earth’s physical processes (e.g., warming in the North is leading to a shorter, less reliable ice season and changes in plant and animal populations [environmental], threatening traditional Inuit culture [social], expanding opportunities for resource exploitation [economic], and creating conflict between nation states over territorial claims [political])

C. Managing Canada’s Resources and Industries

C1. The Sustainability of Resources

C1.3 analyse the influence of governments, advocacy groups, and industries on the sustainable development and use of selected Canadian resources (e.g., … First Nations, Métis, Inuit organizations; …)

C2. The Development of Resources

C2.1 explain how the availability and spatial distribution of key natural resources, including water, in Canada are related to the physical geography of the country, and assess the significance of their availability and distribution, nationally and globally (e.g., the amount of bright sunshine in a region determines the potential viability of solar energy development; a region’s rock type determines which mineral resources are available and the way they are mined; a region’s precipitation, temperature, and soil type determine the type of agriculture that is practised there)

Sample questions: … “What kinds of political issues (e.g., Aboriginal rights and concerns, boundary disputes, stakeholder concerns) may be related to the location of a resource and its development?”

C2.2 analyse, from a geographic perspective, issues relating to the development, extraction, and management of various natural resources found in Canada (e.g., export of icebergs for fresh water and potential political controversies relating to ownership of the resource; development of oil and gas pipelines and related economic pressures and social and environmental concerns; management of wild fish stocks and related economic, environmental, social, and political concerns)

Sample questions: “… What view do First Nations people take of the ownership of such resources?” “What implications would the development of the rich mineral resources of northern Ontario’s ring of fire region have for … First Nations communities in the area?”

D. Changing Populations

D1. Population Issues

D1.1 analyse the impact of selected population trends on people living in Canadian communities (e.g., … growth of First Nations, Métis, and Inuit populations increases need for education, housing, health care, infrastructure, and resolution of land claims and rights disputes) and their implications for the future (e.g., aging population will further increase demand for health care, retirement housing, and transit support; …)
D3. **Demographic Patterns and Trends**

D3.1 describe patterns of population settlement in Canada (e.g., *linear, scattered, clustered*), and assess the importance of various factors in determining population size, distribution, and density (e.g., *landforms; climate; proximity to food and water sources; connections to transportation, communications, energy, and economic networks*).

*Sample questions:* … “What pattern or patterns best describe the location of First Nations reserves across Canada? What are some factors that account for the location of reserves?” …

D3.5 analyse trends in the migration of people within Canada (e.g., *increase in First Nations, Métis, and Inuit peoples moving into urban centres*).

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**E. Liveable Communities**

E2. **Impacts of Urban Growth**

E2.2 analyse various economic, social, and political impacts of urban growth (e.g., *cost of expanding infrastructure and public services; health impacts, such as faster spread of disease in densely populated communities, increases in asthma attacks as a result of poor air quality, and stress related to crowding; traffic congestion and related economic costs; conflict over development priorities*).

*Sample questions:* … “How might the increased migration of First Nations people from reserves to urban centres have an impact on both communities?”

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**Issues in Canadian Geography, Grade 9, Applied (CGC1P)**

A. **Geographic Inquiry and Skill Development**

A1. **Geographic Inquiry**

A1.5 use the concepts of geographic thinking (i.e., *spatial significance, patterns and trends, interrelationships, geographic perspective*) when analysing and evaluating data and information, formulating conclusions, and making judgements about geographic issues relating to Canada (e.g., ... use the concept of geographic perspective to analyse the environmental, social, political, and economic impacts of building a highway or energy pipeline through the lands of a First Nation, Métis, and/or Inuit community).

B. **Interactions in the Physical Environment**

B1. **Natural Processes and Human Activity**

B1.3 analyse some environmental, economic, and social impacts of changes in Canada’s climate (e.g., ... effects of less sea ice on Inuit communities, ...).

C. **Managing Canada’s Resources and Industries**

C2. **Canadian Industries**

C2.3 assess the economic, environmental, social, and political significance of a specific industry for their local area or another area of their choice.

*Sample questions:* … “How might the development of the rich mineral resources of northern Ontario’s ring of fire region affect First Nations communities in the area?”
D. Changing Populations

D3. Population Characteristics
D3.1 describe key characteristics of different types of population settlements in Canada (e.g., ... First Nations reserves ...) and explain their distribution (e.g., near rivers, highways, natural resources)

Sample questions: ... “Why might a First Nation student prefer to live on a reserve rather than in a nearby city?” ...

Canadian History since World War I, Grade 10, Academic (CHC2D)

A. Historical Inquiry and Skill Development

A1. Historical Inquiry
A1.2 select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources (e.g., primary sources: ... treaties; ...), ensuring that their sources reflect multiple perspectives
A1.3 assess the credibility of sources and information relevant to their investigations (e.g., by considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author)

Sample question: “If you were consulting various websites for information on the First Nations protests in Caledonia, how would you determine which sites were the most reliable and credible?”
A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., ... use a concept map to help them assess the short- and long-term consequences of residential schools for Aboriginal people)
A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., ... an essay on turning points for Aboriginal people since 1960; ...)

B. Canada, 1914–1929

B1.1 analyse historical statistics and other primary sources to identify major demographic trends in Canada between 1914 and 1929 (e.g., trends related to ... Aboriginal populations, ...), and assess their significance for different groups in Canada

B2. Communities, Conflict, and Cooperation
B2.4 explain the goals and accomplishments of some groups and/or movements that contributed to social and/or political cooperation during this period (e.g., ... the League of Indians; ...)

Sample questions: “What impact did the League of Indians have on the lives of Aboriginal peoples in Canada?” ...
B2.5 describe attitudes towards and significant actions affecting ethnocultural minority groups in Canada during this period (e.g., with reference to ... residential schools, restrictions imposed by the Indian Act ...), and explain their impact

B3. Identity, Citizenship, and Heritage
B3.1 explain how some individuals, groups, and/or organizations contributed to Canadian society and politics during this period and to the development of identity, citizenship, and/or heritage in Canada (e.g., with reference to ... Fred O. Loft, ... the League of Indians, ...)
B3.2 describe some significant changes in the arts and popular culture in Canada during this period ... and explain the contributions of some individuals and/or events to these changes (e.g., ... Tom Longboat, ...)

C. Canada, 1929–1945

C1. Social, Economic, and Political Context
C1.4 describe the main causes of some key political developments and/or government policies in Canada during this period ... and assess their impact on different groups in Canada
Sample questions: ... “What amendments were made to the Indian Act in the 1930s? What was their impact?” ...

C3. Identity, Citizenship, and Heritage
C3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period (e.g., ... Tommy Prince, ...), and assess the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada

D. Canada, 1945–1982

D1. Social, Economic and Political Context
D1.4 describe some key political developments and/or government policies in Canada during this period (e.g., ... the 1969 White Paper; ...), and assess their significance for different groups in Canada

D2. Communities, Conflict, and Cooperation
D2.1 describe some significant instances of social conflict and/or inequality in Canada during this period (e.g., ... protests against ... the James Bay project; conflict over ... Aboriginal title and land claims, ...), and analyse them from multiple perspectives
D2.2 describe some significant examples of social and/or political cooperation in Canada during this period, including a variety of social movements (e.g., ... Aboriginal activism; ...), and analyse them from multiple perspectives
Sample questions: “What do you think was a major turning point for First Nations’ activism during this period? Why?” ...
D2.3 analyse key aspects of life for Canadian women, with a focus on what changed during this period and what remained the same (e.g., ... challenges facing Native women; ...)
D3. Identity, Citizenship, and Heritage

D3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period (e.g., ... Frank Arthur Calder, Harold Cardinal, Matthew Coon Come, ... the National Indian Brotherhood, ...), and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada.

D3.2 explain ways in which various individuals, events, groups, and/or organizations contributed to the arts and popular culture in Canada during this period (e.g., Kenojuak Ashevak, ... Chief Dan George, ... Norval Morrisseau, ... Buffy Sainte-Marie, ... Cape Dorset artists, ...), and assess the significance of these contributions for the development of identity and/or heritage in Canada.

D3.3 explain some significant events, developments, and/or issues that affected First Nations, Inuit, and/or Métis people in Canada during this period (e.g., forced relocation of some Inuit communities; the recognition in the constitution of existing Aboriginal and treaty rights; the continuing operation of residential schools; the formation of the National Indian Brotherhood/Assembly of First Nations; the Berger commission; the Calder case; the James Bay project and the resulting protests; the efforts of Mary Two-Axe Early and others to secure equality for First Nations women; the creation of the Inuit Circumpolar Council), and assess the impact of these developments on identity, citizenship, and/or heritage in Canada.

Sample questions: “What was the significance for Canadian citizenship of the enfranchisement of status Indians in 1960?” “What was the purpose of the 1969 White Paper? How did Aboriginal groups respond to it? What does that response reveal about the identity of First Nations in Canada?” “Do you think the constitutional recognition of the Métis as one of the three Aboriginal peoples of Canada was important for Métis identity? Why or why not?”

E. Canada, 1982 to the Present

E1. Social, Economic, and Political Context

E1.4 describe some key political developments and/or government policies in Canada since 1982 (e.g., ... the creation of Nunavut, ... Bill C-31 amending the Indian Act, ...), and assess their significance for different people in Canada.

Sample questions: ... “What is the significance of the 2013 ruling by Justice Michael Phelan for the relationship between the federal government and both the Métis and non-status Indians in Canada?” ...
E2.3 identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit peoples since 1982 (e.g., Bill C-31 [1985]; the Meech Lake Accord; disputes over land claims at Oka, Ipperwash, and/or Caledonia; land claims by the Lubicon Lake Nation; Delgamuukw v. British Columbia [1997]; the Nisga’a Final Agreement [1988]; the creation of Nunavut; R v. Powley [2003]; the McIvor decision; the Truth and Reconciliation Commission of Canada; the Idle No More movement; Justice Phelan’s 2013 ruling on the Constitution Act, 1867), and analyse them from various perspectives

Sample questions: “What were the underlying issues in the Oka crisis? How did the positions of the various parties on these issues lead to the conflict?” “How has the Supreme Court of Canada interpreted the protection of Aboriginal rights in the Constitution Act, 1982?” “How has the apology for residential schools been viewed by Aboriginal people? By Canadians in general?”

E3. Identity, Citizenship, and Heritage

E3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982 (e.g., ... Shawn Atleo, ... Clémont Chartier, ... Nellie Cournoyea, ... Métis Nations of Ontario, ...), and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada

Sample questions: “What have been the short- and long-term consequences of Elijah Harper’s rejection of the Meech Lake Accord?” …

E3.2 explain ways in which various individuals, groups, organizations, and/or events have contributed to the arts and popular culture in Canada since 1982 (e.g., Susan Aglukark, ... Adam Beech, ... Tomson Highway, ...), and assess the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada

E3.3 assess the significance of public acknowledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international (e.g., ... residential schools; ... forced relocation of Inuit families)

Canadian History since World War I, Grade 10, Applied (CHC2P)

A. Historical Inquiry and Skill Development

A1. Historical Inquiry

A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments in Canada since 1914 (e.g., ... use the concept of historical perspective when evaluating evidence about residential schools)

B. Canada, 1914–1929


B1.4 describe the impact that World War I had on Canadian society and politics and the lives of different people in Canada …
Sample questions: “What impact did the Halifax Explosion have on people living in Halifax, Dartmouth, and the Mi’kmaq settlement in Tufts Cove?” …

B2. Communities, Conflict, and Cooperation
B2.2 describe some significant ways in which Canadians cooperated and/or came into conflict with each other at home during this period … and explain the reasons for these interactions as well as some of their consequences

Sample questions: … “Why was the League of Indians founded? What impact did it have?” … “Why was it mandatory for status Indians to attend residential schools? What were the goals of these schools?”

B2.3 describe some significant challenges facing immigrants and other ethnocultural minorities in Canada during this period (e.g., … the quality of life on reserves; restrictions imposed by amendments to the Indian Act in 1920; residential schools), and explain some of their consequences

Sample questions: “What challenges did African-Canadian and First Nations men face when trying to enlist in the Canadian armed forces during World War I?” …

B3. Identity, Citizenship, and Heritage
B3.1 describe how some individuals and organizations during this period contributed to the development of identity, citizenship, and/or heritage in Canada (e.g., … Fred O. Loft, Tom Longboat, …)

C. Canada, 1929–1945

C3. Identity, Citizenship, and Heritage
C3.1 describe how some individuals, organizations, and symbols contributed to the development of identity, citizenship, and/or heritage in Canada during this period (e.g., individuals: … Tommy Prince; …)

D. Canada, 1945–1982

D2. Communities, Conflict, and Cooperation
D2.2 identify some major social movements in Canada during this period (e.g., … Aboriginal, …), and explain their goals and perspectives

Sample questions: … “What were some of the issues around which Aboriginal people organized during this period?”

D3. Identity, Citizenship, and Heritage
D3.1 describe ways in which some individuals, symbols, and/or events during this period contributed to the development of identity, citizenship, and/or heritage in Canada (e.g., individuals: … Kenojuak Ashevak, … Frank Arthur Calder, … Chief Dan George, … Norval Morrisseau, … Buffy Sainte-Marie, …)
D3.2 describe some significant developments and/or issues that affected First Nations, Métis, and Inuit people in Canada during this period (e.g., the continuing existence of residential schools; enfranchisement in 1960; land claims; the White Paper and the “Red Paper”; the founding of the Assembly of First Nations; the James Bay project; efforts to secure equality for First Nations women), and explain the impact of these developments/issues on identity, citizenship, and/or heritage in Canada.

**Sample questions:** “When did status Indians in Canada gain the right to vote? What was the significance of this development for First Nations people? For citizenship in Canada?” “What impact did First Nations and Inuit art from this period have on Aboriginal and Canadian heritage and identity?” “What impact did the recognition of Métis in the 1982 constitution have on Métis and Canadian heritage and identity?”

### E. Canada, 1982 to the Present

#### E1. Social, Economic, and Political Context

**E1.4** describe some key political developments and/or government policies in Canada since 1982 (e.g., ... Aboriginal rights in section 25 of the Constitution Act, ...) and assess their impact on the lives of different people in Canada.

#### E2. Communities, Conflict, and Cooperation

**E2.2** describe some significant issues and/or developments that have affected relations between governments and First Nations, Inuit, and Métis peoples in Canada since 1982 (e.g., the Meech Lake Accord; disputes over land claims at Oka, Ipperwash, and/or Caledonia; the Nisga’a Final Agreement (1988); Ottawa’s apology for the residential school system; the creation of Nunavut; the New Credit Settlement; the Idle No More movement), and explain some changes that have resulted from them.

**Sample question:** “What progress has been made with respect to Aboriginal land claims since 1982?”

#### E3. Identity, Citizenship, and Heritage

**E3.1** describe ways in which some individuals and organizations have contributed to society and politics and to the development of identity, citizenship, and/or heritage in Canada since 1982 (e.g., ... Shawn Atleo, ... Matthew Coon Come, ... Phil Fontaine, ... the Assembly of First Nations, ...)

**E3.2** describe ways in which individuals, organizations, and/or events have contributed to the arts and/or popular culture in Canada since 1982 (e.g., Susan Aglukark, ... Adam Beach, ... Wab Kinew, ... Shania Twain, ...), and explain their significance for cultural identity, including multiculturalism, in Canada.

**E3.4** describe some of the ways in which Canada and Canadians have, since 1982, acknowledged the consequences of and/or commemorated past events, with a focus on human tragedies and human rights violations that occurred in Canada or elsewhere in the world (e.g., apologies for ... residential schools; ... Aboriginal History Month), and explain the significance of these commemorations for identity and/or heritage in Canada.
Civics and Citizenship, Grade 10, Open (CHV2O)

A. Political Inquiry and Skill Development

A1. Political Inquiry
A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose (e.g., ... a petition calling for clean, safe water on First Nations reserves; ...)

A2. Developing Transferable Skills
A2.4 identify some careers in which civics and citizenship education might be useful (e.g., Aboriginal community development worker, ...)

B. Civic Awareness

B1. Civic Issues, Democratic Values
B1.1 describe some civic issues of local, national, and/or global significance (e.g., ... Aboriginal treaty rights; ...), and compare the perspectives of different groups on selected issues
B1.2 describe fundamental beliefs and values associated with democratic citizenship in Canada (e.g., rule of law; freedom of expression; freedom of religion; equity; respect for human dignity, the rights of others, and the common good; social responsibility), and explain ways in which they are reflected in citizen actions (e.g., voting, various protest movements and/or demonstrations, various ethnic or religious celebrations or observances, organ donation, environmental stewardship, volunteer work)

Sample questions: ... “What beliefs/values underpin movements initiated by Aboriginal people, such as Idle No More? What is the significance of the actions taken by the people in this movement?” ...

B2. Governance in Canada
B2.1 identify the political parties in Canada and their position on the political spectrum, and explain how the beliefs/values that underpin them may affect their perspectives on and/or approaches to issues of civic importance (e.g., ... Aboriginal self-government, ...)

Sample questions: ... “What are the positions of different political parties on ‘inherent’ Aboriginal rights? What do these differences tell you about differences in beliefs/values in these parties?

B2.2 explain, with reference to issues of civic importance, the roles and responsibilities of different levels of government in Canada (e.g., ... Aboriginal governments) and of key figures at each level (e.g., ... chiefs, band councillors, Métis Senators)

Sample questions: “If you were concerned about a social issue in publicly funded schools, would it be more appropriate to contact your MP, your MPP, or your city or band councillor? Why?” “Given his or her responsibilities, what issues would you like to discuss with your ... band councillor?” …
B3. Rights and Responsibilities
B3.1 demonstrate an understanding that Canada’s constitution includes different elements, and analyse key rights of citizenship in the constitution, with particular reference to the Canadian Charter of Rights and Freedoms (e.g., ... rights of Aboriginal people)
B3.4 analyse rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions (e.g., ... Declaration on the Rights of Indigenous Peoples [2007] ...)

Sample questions: … “What are the issues surrounding Haudenosaunee passports?”

C. Civic Engagement and Action

C1. Civic Contributions
C1.1 assess the significance, both in Canada and internationally, of the civic contributions of some individuals (e.g. Sean Ayleo, ... Elijah Harper, ...) and organizations, including NGOs and social enterprises (e.g., ... Inuit Circumpolar Conference, Métis Nation of Ontario, Ontario Federation of Indian Friendship Centres, ...)
C1.2 describe a variety of ways in which they could make a civic contribution at the local, national, and/or global level (e.g., ... by writing to or speaking with their ... band councillor ... to request action on an issue)

C2. Inclusion and Participation
C2.1 analyse ways in which various beliefs, values, and perspectives are represented in their communities (e.g., with reference to ... First Nations, Inuit, or Métis people; ...), and assess whether all perspectives are represented or are valued equally
C2.2 describe ways in which some events, issues, people, and/or symbols are commemorated or recognized in Canada (e.g., ... through observances such as ... National Aboriginal Day, ...), and analyse the significance of this recognition.

ECONOMICS, GRADES 11 AND 12

Analysing Current Economic Issues, Grade 12, University Preparation (CIA4U)

Economic Stakeholders

Stakeholder Needs and Economic Systems
- analyse the economic and social/cultural impact of resource development on traditional lands of First Nation peoples (e.g., logging or commercial fishing in British Columbia, pipeline construction or mining in the North, gaming in Ontario)
**GEOGRAPHY, GRADES 11 AND 12**

**The Americas: Geographic Patterns and Issues, Grade 11, University/College Preparation (CGD3M)**

*Geographic Foundations: Space and Systems*

**Building Knowledge and Understanding**
- describe the cultural realms (e.g., Anglo-American, Francophone, Lusophone, Latin American, Caribbean, indigenous) and other major human patterns … of the Americas

**Developing and Practising Skills**
- compare the ways in which selected groups of indigenous peoples in the Americas have responded to the challenges and opportunities of their environment

**Learning Through Application**
- evaluate the effects of contact with other cultures on indigenous peoples in selected regions of the Americas

**Geographics: The Geographer’s Toolkit, Grade 11, Workplace Preparation (CGT3E)**

*Human-Environment Interactions*

**Building Knowledge and Understanding**
- explain the role of geotechnologies in addressing First Nation issues (e.g., land claims, reserve management, resource inventories)

**Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW4U)**

*Geographic Foundations: Space and Systems*

**Building Knowledge and Understanding**
- explain why places and regions are important to the identities of selected human groups (e.g., Nunavut as an example of Aboriginal self-government; …)
- explain how point of view influences an individual’s perceptions of a place (e.g., … indigenous peoples differ with other groups on what constitutes a wilderness)
**Human-Environment Interactions**

**Learning Through Application**
- produce a case study of a specific situation in which resource development has contributed to the disruption of an ecosystem (e.g., oil extraction and logging on Lubicon Cree lands in Alberta, …)

**World Geography: Human Patterns and Interactions, Grade 12, University Preparation (CGU4U)**

**Understanding and Managing Change**

**Developing and Practising Skills**
- analyse the causes of selected examples of regional economic disparity (e.g., in Aboriginal communities)

**The Environment and Resource Management, Grade 12, Workplace Preparation (CGR4E)**

**Human-Environment Interactions**

**Learning Through Application**
- explain the main beliefs underlying a variety of perspectives on an environmental or resource management issue (e.g., Aboriginal, …)

**HISTORY, GRADES 11 AND 12**

**American History, Grade 11, University Preparation (CHA3U)**

**Communities: Local, National, and Global**

**Community Relations in the United States**
- describe the experiences of Aboriginal peoples in the United States to the present time (e.g., acculturation, assimilation, relocation, education, discrimination, stereotyping)
- compare similarities and differences among the Thirteen Colonies (e.g., … interaction with Aboriginal peoples, …)

**Territorial Expansion**
- assess the causes and effects of American expansion from colonial times to the end of the nineteenth century (e.g., displacement of Aboriginal peoples, …)
**Change and Continuity**

The Role of Change
- analyse the changing roles played by minority groups in the development of American society (e.g., Aboriginal peoples, …)

Understanding Chronology and Cause and Effect
- explain how the study of cause and effect contributes to our understanding of change and continuity through the course of American history (e.g., westward pioneer migrations and conflict with Aboriginal peoples; …)

**Citizenship and Heritage**

Forming the American Identity
- explain how citizenship rights have been denied at particular times to certain groups (e.g., Aboriginal peoples, …)

American Arts and Culture
- describe the conflict of ideas between Aboriginal peoples and European Americans and its development over time (e.g., concept of private property, role of family and clan, concepts of spirituality)

**Social, Economic, and Political Structures**

American Society
- assess the extent to which religion has influenced American social and political life (e.g., … Aboriginal spirituality; …)

**Canadian History and Politics Since 1945, Grade 11, College Preparation (CHH3C)**

**Communities: Local, National, and Global**

Canadian Peoples
- assess the impact of the Charter of Rights and Freedoms on personal and cultural relations in Canada (e.g., Aboriginal and treaty rights; …)

Social Justice
- analyse the role of government in the development of social justice for Canadians (e.g., … public inquiries and royal commissions such as … the Royal Commission on Aboriginal Peoples, … and the Ipperwash Inquiry)
Change and Continuity

Continuity in Canadian Society
- explain the difficulties in resolving issues of identity and autonomy involving Aboriginal communities and local, provincial, and federal governments (e.g., Aboriginal self-government, land claims, taxation, justice system)

Citizenship and Heritage

Identity and Self-Expression
- assess the importance to Canadian society of the cultural mosaic and of the right of individual self-expression, as reflected in government policies and popular attitudes (e.g., changes to the Indian Act, …)
- identify significant Canadian individuals who, through their actions, have affected Canada’s image at home and/or abroad (e.g., … Susan Aglukark, …)

Social, Economic, and Political Structures

Promoting Democratic Society
- evaluate continuing efforts by Canadian groups and individuals to promote equity and multiculturalism since 1945 (e.g., … Aboriginal Peoples Television Network)

The Role of Opinion in Canadian Democracy
- assess the effectiveness of the programs and methods of various interest groups in Canada in influencing public policy (e.g., Assembly of First Nations, …)

Methods of Historical Inquiry and Communication

Interpretation and Analysis
- analyse historical events and issues from the perspective of different participants in those events and issues (e.g., … the Oka Crisis from the perspectives of the Quebec government and Mohawk Warriors)

Canadian History and Politics Since 1945, Grade 11, Workplace Preparation (CHH3E)

Communities: Local, National, and Global

Social Justice
- identify examples of public inquiries and royal commissions in Canada and describe their focus (e.g., … Royal Commission on Aboriginal Peoples, … Ipperwash inquiry)
Change and Continuity

Continuity in Canadian Society
- describe key unresolved issues of identity and autonomy involving Aboriginal communities and local, provincial, and federal governments (e.g., Aboriginal self-government, land claims, repatriation of native artifacts, justice system)

Citizenship and Heritage

Identity and Self-Expression
- identify significant Canadian individuals who, through their actions, have affected Canada’s image at home or abroad (e.g., … Susan Aglukark, …)

Social, Economic, and Political Structures

Promoting Democratic Society
- identify and describe continuing efforts by Canadian groups and individuals to promote equity and multiculturalism since 1945 (e.g., … Aboriginal Peoples Television Network)

The Role of Opinion in Canadian Democracy
- describe some of the programs and methods of various interest groups in Canada (e.g., Assembly of First Nations, …)

Canada: History, Identity, and Culture, Grade 12, University Preparation (CHI4U)

Communities: Local, National, and Global

Aboriginal Peoples
- describe various aspects of Aboriginal life prior to contact with Europeans (e.g., traditional economies, spirituality, relationship with the environment, political organization)
- analyse significant aspects and effects of the interactions between Aboriginal peoples and European colonists (e.g., spread of disease; introduction of new weapons; missions; Aboriginal people’s sharing of environmental knowledge with Europeans; the Royal proclamation of 1763; territorial relocation; emergence of the Métis; treaties, Riel Rebellion; movement towards self-government)
- assess the extent to which Canadian identity and culture have been influenced by Aboriginal peoples

Immigration and Identity
- describe how ethnocultural identities have been expressed in different provinces and regions at different times (e.g., … Inuit in Nunavut)
Canada’s International Role
- evaluate the extent to which Canada’s reputation as a humanitarian nation is merited (e.g., Canadian treatment of Aboriginal peoples, …)

Change and Continuity

Rural and Urban Communities
- evaluate the changing economic and cultural contributions of Canadian agricultural and resource-based communities (e.g., … cultural figures such as … Pauline Johnson, …)

Citizenship and Heritage

Canadian Citizenship
- explain how citizenship rights have been denied to certain groups in Canada at various times since Confederation (e.g., Aboriginal peoples, …)

French-Canadian Identity
- describe the development and changing character of francophone communities across Canada (e.g., … Métis)
- describe the role of significant French-Canadian political and cultural figures in the development of the French presence in Canada (e.g., … Gabriel Dumont, …)

Culture and Identity
- analyse how selected writers, visual artists, musicians, composers, filmmakers, actors, and athletes have contributed to Canadian identity (e.g., … Susan Aglukark, … Alanis Obomsawin, … Tom Longboat, …)

Human Rights in a Just Society
- analyse the causes and effects of prejudice and discrimination throughout Canadian history (e.g., … residential schools for Aboriginal children …)
- evaluate efforts on the part of individuals, groups, and government to promote human rights in Canada (e.g., … movement for Aboriginal self-government; … reparations for … Aboriginal residential school students)

Social, Economic, and Political Structures

Social Programs and Policies
- assess the extent to which education and health care have shaped regional, provincial, and national identities (e.g., … residential schools for Aboriginal children, …)

Women in Canada
- analyse the contributions of women to the Canadian identity (e.g., … Pauline Johnson, …)
Political Structures
- describe past and present Aboriginal political organizations (e.g., Ojibwa clan system, Iroquois Confederacy, Inuit Tapirisat of Canada, Assembly of First Nations, Métis National Council)
- assess the impact of selected political figures (e.g., ... Louis Riel, ... Ovide Mercredi Elijah Harper, Matthew Coon Come, ...) on changes in Canadian politics

Popular Reform Movements
- analyse the impact of the women’s movement in Canada (e.g., ... Jeannette Corbière and changes to Aboriginal women’s status)
- analyse the growth of environmentalism (e.g., ... Lubicon-Diashowa dispute, James Bay hydroelectric project protests, ...) and its influence on how Canadians live

Methods of Historical Inquiry and Communication

Interpretation and Analysis
- analyse historical events and issues from the perspectives of different participants in those events and issues (e.g., early French colonization from the perspective of Aboriginal peoples ...; the Red River Rebellion from the perspectives of the followers of Louis Riel, ...)

World History: The West and the World, Grade 12, University Preparation (CHY4U)

Communities: Local, National, and Global

The Nature of Interactions Among Communities
- analyse the impact of Western colonization on both the colonizer and the colonized (e.g., ... cultural transfers; ... assimilation and acculturation; ethnic cleansing; revival of commitment to indigenous cultural identities)

Conflict and Cooperation
- analyse key factors that have led to conflict and war (e.g., demographic pressures, as in the dislocation of Aboriginal populations; ...)

Citizenship and Heritage

Western Beliefs, Philosophies, and Ideologies
- describe key examples of the impact of Western thought on the non-Western world since the sixteenth century (e.g., transformation or loss of indigenous beliefs, cultures, ...)

First Nations, Métis, and Inuit Connections, Grades 9–12: Scope and Sequence of Expectations, 2014
Ideas and Cultures of the Non-Western World
- describe key characteristics of and significant ideas and trends emerging from various non-Western cultures and evaluate their influence on societies around the world (e.g., tribalism in indigenous societies, …)
- explain the ways in which non-Western cultures have attempted to resist the spread of Western influences (e.g., … Aboriginal resistance to European settlement, …)

World History: The West and the World, Grade 12, College Preparation (CHY4C)

Communities: Local, National, and Global

The Nature of Interactions Among Communities
- describe aspects of the impact of Western colonization on both the colonizer and the colonized (e.g., … cultural transfers; … assimilation and acculturation; ethnic cleansing; revival of commitment to indigenous cultural identities)

Citizenship and Heritage

Western Beliefs, Philosophies, and Ideologies
- describe some key examples of the impact of Western thought on the non-Western world (e.g., transformation or loss of indigenous spiritual beliefs, cultures, …)

Ideas and Cultures of the Non-Western World
- identify key characteristics of and significant ideas and trends emerging from various non-Western cultures, and describe their influence on societies around the world (e.g., tribalism in indigenous societies, …)
- describe how non-Western cultures have attempted to resist the spread of Western influences (e.g., … Aboriginal resistance to European settlement, …)

Adventures in World History, Grade 12, Workplace Preparation (CHM4E)

Communities: Local, National, and Global

Work and the Community
- explain the roles and processes of education and skills training in different communities at different times (e.g., learning by example in Inuit … families, …)

Construction as a Reflection of Community
- explain how different types of human dwellings reflect the society that produced them (e.g., … Huron longhouses, …)


Citizenship and Heritage

Spiritual Expression
- compare different perceptions of creation and the afterlife (e.g., … Native North American, …)

Artistic and Cultural Expressions
- define the terms culture and civilization (e.g., culture as the totality of a people’s lifestyle and behaviour; …)
- describe the artistic expressions of diverse peoples and cultures (e.g., … Inuit sculpture, …)

LAW, GRADES 11 AND 12

Understanding Canadian Law, Grade 11, University/College Preparation (CLU3M)

Rights and Freedoms

Barriers to Human Rights
- describe historical and contemporary situations in which rights in Canada have been denied (e.g., … First Nation rights to land and veterans’ benefits, …)
- evaluate the contribution of individual citizens and organizations in developing and increasing awareness of human rights issues (e.g., … the Assembly of First Nations, …)

Human Rights Legislation in Canada and in Ontario
- explain how human rights legislation and the courts attempt to balance minority and majority rights (e.g., in the sentencing of Aboriginal people)

Understanding Canadian Law, Grade 11, Workplace Preparation (CLU3E)

Rights and Freedoms

Rights and Freedoms in Canada
- identify individuals and groups who have contributed to the development of rights legislation in Canada (e.g., … First Nation groups, …)

First Nations, Métis, and Inuit Connections, Grades 9–12: Scope and Sequence of Expectations, 2014
POLITICS, GRADES 11 AND 12

Canadian Politics and Citizenship, Grade 11, Open (CPC3O)

Citizenship, Democracy, and Participation

Principles of Democracy
- describe landmark struggles for the expansion of democratic rights (e.g., … the right to vote for First Nation peoples, the creation of Nunavut)

Active Citizenship
- evaluate the contributions of individuals and groups that have had an influence on different levels of government (e.g., … Elijah Harper, …)

Identity and Participation
- analyse the extent to which various segments of Canadian society (e.g., … First Nation peoples, …) participate in formal local, provincial, and/or national political processes (e.g., election campaigns) and informal political bodies (e.g., parent councils, neighbourhood associations)

Power, Influence, and the Resolution of Differences

Influences on Canadian Politics
- describe how various pressure and interest groups (e.g., … Assembly of First Nations) act or have acted to influence government policies

See the Preface for important information on the organization of the following material.

Although none of the expectations in the classical studies and international languages curriculum explicitly addresses First Nations, Métis, and Inuit connections, specific aspects of the cultures of countries where the language under study is (or was) spoken (e.g., customs, cuisine, celebrations and cultural events, literature, art, music) could be explored and compared with the cultures of First Nations, Métis, and Inuit peoples in Canada and other indigenous peoples globally.
COMPUTER STUDIES, GRADES 10 TO 12 (2008)

See the Preface for important information on the organization of the following material.

In addition to the expectation and example listed below, in all courses of the computer studies curriculum the learning context (e.g., a topic, thematic unit, or issue related to First Nations, Métis, and/or Inuit peoples) and/or learning materials (e.g., books, websites, media) could be used to foster in students an appreciation and understanding of their own and First Nations, Métis, and Inuit cultures. Students can also investigate the impact of emerging computer technologies on First Nations, Métis, and Inuit peoples.

Computer Programming, Grade 12, College Preparation (ICS4C)

B. Software Development

B1. Designing Standard Algorithms
B1.1 design algorithms to solve practical mathematical problems (e.g., ... projection of Aboriginal youth population growth)

See the Preface for important information on the organization of the following material.

The expectations listed below provide opportunities to address First Nations, Métis, and Inuit connections through the sharing and analysis of oral, literary, and media texts. In addition, in each of the strands, the learning context and/or learning materials (e.g., books, websites, media) could be used to foster in students an appreciation and understanding of their own and First Nations, Métis, and Inuit cultures.

English, Grade 9, Academic (ENG1D)

Oral Communication

1. Listening to Understand
   1.4 identify the important information and ideas in both simple and complex oral texts in several different ways (e.g., ... listen to a traditional Aboriginal story and create a story web; ...)

Writing

1. Developing and Organizing Content
   1.1 identify the topic, purpose, and audience for several different types of writing tasks (e.g., ... an account of an important event in Aboriginal history for the school newspaper; ...)

Media Studies

3. Creating Media Texts
   3.4 produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques (e.g., ... a brochure to inform peers about important figures in Aboriginal history)

English, Grade 9, Applied (ENG1P)

Oral Communication

2. Speaking to Communicate
   2.1 communicate orally for a few different purposes and audiences (e.g., ... retell an Aboriginal story to the class; ...)

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Writing

2. Using Knowledge of Form and Style
2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms (e.g., ... a word collage to express personal feelings about an Aboriginal issue; ...)

English, Grade 10, Academic (ENG2D)

Reading and Literature Studies

2. Understanding Form and Style
2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts (e.g., ... compare the images, symbols, and literary devices used in an Aboriginal myth and a Greek myth; ...)

Writing

1. Developing and Organizing Content
1.1 identify the topic, purpose, and audience for a variety of writing tasks (e.g., ... a speech about an Aboriginal leader or role model for peers ...)

Media Studies

3. Creating Media Texts
3.4 produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques (e.g., ... a commercial promoting the contributions of Aboriginal people)

English, Grade 10, Applied (ENG2P)

Oral Communication

1. Listening to Understand
1.1 identify the purpose of several different listening tasks and set goals for specific tasks (e.g., ... identify and understand two sides of a news story about an Aboriginal issue or event)

Reading and Literature Studies

1. Reading for Meaning
1.8 identify perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, identity, and power (e.g., ... compare articles from a mainstream newspaper and an Aboriginal newspaper on a particular Aboriginal issue or event)
Writing

1. Developing and Organizing Content
   1.1 identify the topic, purpose, and audience for several different types of writing tasks
   (e.g., ... an article for the school newspaper on a cultural event such as National Aboriginal Solidarity Day)

Media Studies

1. Understanding Media Texts
   1.5 identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, identity, and power (e.g., ... identify examples in media texts of Aboriginal images that have become stereotyped)

4. Reflecting on Skills and Strategies
   4.1 describe several different strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify several specific steps they can take to improve as media interpreters and producers (e.g., explain how the ability to identify various kinds of stereotypes in ads – of ... Aboriginal people, ... – helped them to create their own ads without stereotypes)

Literacy Skills: Reading and Writing, Grade 10, Open (ELS2O)

Reading Skills

1. Reading for Meaning
   1.1 read a variety of self-selected and teacher-assigned literary, graphic, and informational texts representing a variety of cultures and perspectives (e.g., literary: ... Aboriginal stories; ...)

English, Grade 11, University Preparation (ENG3U)

Reading and Literature Studies

1. Reading for Meaning
   1.1 read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading (e.g., ... compare treatments of similar themes in stories from different cultures, including First Nation, Inuit, or Métis cultures; ...)
   1.5 extend understanding of texts, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them ...

   *Teacher prompts:* ... “Does your knowledge of Aboriginal experience help you understand the narrative?”
Media Studies

1. Understanding Media Texts
1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power (e.g., assess the way a television sitcom or drama depicts characters from cultural ... groups that are under-represented in mainstream television; ...) Teacher prompts: ... “Are the portrayals of Aboriginal people in commercials mostly realistic or stereotypical?”

English, Grade 11, College Preparation (ENG3C)

Writing

2. Using Knowledge of Form and Style
2.1 write for different purposes and audiences using a variety of informational, literary, and graphic forms (e.g., ... an information booklet highlighting the contributions of Aboriginal people to Canadian society; ...)

Media Studies

1. Understanding Media Texts
1.5 identify the perspectives and/or biases evident in both simple and complex media texts, and comment on any questions they may raise about beliefs, values, and identity (e.g., ... describe common features of portrayals of Aboriginal peoples in Canadian media and the impression they create)

English, Grade 11, Workplace Preparation (ENG3E)

Writing

1. Developing and Organizing Content
1.1 identify the topic, purpose, and audience for several different types of writing tasks (e.g., an opinion piece about an Aboriginal issue for a school or community newsletter; ...)

Media Studies

1. Understanding Media Texts
1.5 identify the perspectives and/or biases evident in both simple and complex media texts, and comment on any questions they may raise about beliefs, values, and identity (e.g., ... describe common features of portrayals of Aboriginal peoples in Canadian media and the impression they create)
Teacher prompts: … “What insights did you gain about Aboriginal peoples from this film by an Aboriginal filmmaker? How did portrayals in it differ from depictions you’ve seen in news reports and the popular media?”

**English, Grade 12, University Preparation (ENG4U)**

**Reading and Literature Studies**

1. Reading for Meaning
   1.3 identify the most important ideas and supporting details in texts, including complex and challenging texts (e.g., ... outline the historical or political context of an Aboriginal writer’s narrative)

2. Understanding Form and Style
   2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts (e.g., ... analyse the layers of meaning that the use of ... allusions to myth and legend add to a contemporary Aboriginal writer’s prose; ...)

**Media Studies**

3. Creating Media Texts
   3.4 produce media texts, including complex texts, for a variety of purposes and audiences, using the most appropriate forms, conventions, and techniques (e.g., ... a commercial to raise awareness about Aboriginal rights)

**English, Grade 12, College Preparation (ENG4C)**

**Writing**

2. Using Knowledge of Form and Style
   2.1 write for different purposes and audiences using a variety of informational, literary, and graphic forms (e.g., ... a speech articulating how Aboriginal values and beliefs could benefit the larger society; ...)

**Media Studies**

1. Understanding Media Texts
   1.1 explain how media texts, including increasingly complex or difficult texts, are created to suit particular purposes and audiences (e.g., ... a college website includes images of students from a variety of ethnocultural groups studying and socializing so that a wide range of prospective students can imagine themselves at that college)

   Teacher prompt: “How might college websites encourage a diverse range of students, including students with disabilities and Aboriginal students, to apply to the college?”

First Nations, Métis, and Inuit Connections, Grades 9–12: Scope and Sequence of Expectations, 2014
English, Grade 12, Workplace Preparation (ENG4E)

Reading and Literature Studies

1. Reading for Meaning
   1.1 read a variety of short, contemporary, student- and teacher-selected texts that come from
diverse cultures and reflect a variety of perspectives on current issues, identifying specific
purposes for reading (e.g., ... rehearse a role based on a character in a short story by an
Aboriginal writer for a readers’ theatre performance; ...)

Media Studies

3. Creating Media Texts
   3.4 produce media texts for a variety of purposes and audiences, using appropriate forms,
conventions, and techniques (e.g., a captioned photo essay on an Aboriginal issue; ...)

Canadian Literature, Grade 11, University/College Preparation (ETC3M)

Canadian Literature

2. Analysing Texts
   2.2 use information from secondary sources to understand how historical, political, regional, and
cultural contexts influence the presentation of ideas, issues, and themes in Canadian literary
texts (e.g., research the social and economic context of works that depict the Aboriginal ... experience; ...)
   2.4 explain how the characteristics of different literary text forms help communicate meaning in
a variety of Canadian literary texts (e.g., use a multimedia presentation to illustrate how
changes in narrative point of view create multiple layers of meaning in a novel by one of
Canada’s Aboriginal writers; ...)

3. Critical Literacy
   3.1 demonstrate an understanding of how a Canadian author’s writing has been influenced by
factors such as gender, time period, cultural background, and social and political conditions
and events (e.g., ... relate the work of selected Aboriginal authors to historical, political, or
social developments that affected the lives of Aboriginal peoples in Canada)

Media Studies, Grade 11, Open (EMS3O)

A. Understanding and Interpreting Media Texts

1. Understanding and Responding to Media Texts
   1.3 compare their own and others’ responses to a variety of media texts and explain how
audiences’ backgrounds affect the ways in which they negotiate meaning …

Teacher prompts: … “How might a person from a First Nations community respond to the
film versions of the Pocahontas story that we watched?” …
B. Media and Society

1. Understanding Media Perspectives
1.2 analyse media representations of current social, political, and cultural issues and events, and explain how the representations might affect the audience’s interpretation of the issues
   (e.g., ... examine news coverage of Aboriginal communities and analyse the possible effect of the coverage on both Aboriginal and non-Aboriginal audiences; ...)

Presentation and Speaking Skills, Open (EPS3O)

A. Understanding Presentations

1. Identifying Elements of Effective Presentations
1.5 describe conventions of oral and non-verbal communication in various cultures and how these conventions affect the delivery of oral presentations (e.g., ... research the training and protocols associated with Aboriginal storytelling; ...)

Studies in Literature, Grade 12, University Preparation (ETS4U)

Studies in Literature

1. Understanding Texts
1.2 identify a purpose (or purposes) for reading particular texts (e.g., ... works by Aboriginal writers, to develop their understanding of some of the cultural and social concerns of First Nation, Métis, or Inuit peoples)

The Writer’s Craft, Grade 12, University Preparation (EWC4U)

A. Investigating Writing

1. Writing, Writers, and the Writing Life
1.1 read a range of teacher- and self-selected models of effective writing to become familiar with the art, craft, and world of writing (e.g., read a variety of narrative texts that reflect diverse cultural ... perspectives, including work by Aboriginal authors; ...)
1.5 explain various ways in which works by selected writers from Canada and around the world are influenced by the writers’ personal experiences, beliefs, and socio-cultural contexts …

Teacher prompts: “Did the work of this Aboriginal writer give you a new perspective on Canada’s cultural landscape?” ...
B. Practising Writing

1. Exploring Ideas, Forms, and Styles
   1.1 generate and explore ideas for potential writing projects independently through reflection, reading, listening, viewing, and research (e.g., ... research a controversial Aboriginal issue for an editorial; ...)

Studies in Literature, Grade 12, College Preparation (ETS4C)

Studies in Literature

3. Critical Literacy
   3.1 demonstrate an understanding of how an author’s writing has been influenced by factors such as gender, time period, cultural background, and social and political conditions and events (e.g., ... describe various aspects of the cultural context revealed in an Aboriginal writer’s autobiography; ...)

5. The Role of Literature in Society
   5.1 explain how literary texts raise awareness about a range of topics, issues, ideas, cultures, events, and people (e.g., ... explain how a story by an Aboriginal writer affected their understanding of some of the current social and/or political concerns of Aboriginal peoples; ...)

The Writer’s Craft, Grade 12, College Preparation (EWC4C)

A. Investigating Writing

1. Writing, Writers, and the Writing Life
   1.5 explain various ways in which works by selected writers from Canada and around the world are influenced by the writers’ personal experiences, beliefs, and socio-cultural contexts (e.g., ... read the work of one or more contemporary Aboriginal writers and analyse the perspective that he or she has on a current issue)
ENGLISH AS A SECOND LANGUAGE AND ENGLISH LITERACY DEVELOPMENT, GRADES 9 TO 12 (2007)

See the Preface for important information on the organization of the following material.

The ELS and ELD program addresses First Nations, Métis, and Inuit connections through developing students’ awareness of Canada, citizenship, and diversity. Opportunities to explore specific aspects of First Nations, Métis, and Inuit cultures (e.g., traditions, values, beliefs, celebrations, literature, art, music) could be provided in oral communication practice, as well as in reading, in writing, and in responding to media texts.

English as a Second Language, ESL Level 1, Open (ESLAO)

Reading

4. Developing Research Skills
4.2 extract and organize key facts from informational texts designed or adapted for beginning learners of English (e.g., ... complete a simple chart of First Nation peoples in Canada and the regions where they originated)

English as a Second Language, ESL Level 2, Open (ESLBO)

Listening and Speaking

2. Developing Fluency in Speaking
2.3 present ideas and information orally for academic purposes in structured situations (e.g., use subject-specific or key vocabulary ... to describe aspects of traditional life of some Aboriginal peoples; ...)

Socio-Cultural Competence and Media Literacy

2. Developing Awareness of Canada, Citizenship, and Diversity
2.1 demonstrate knowledge of a variety of facts about Canada (e.g., ... complete a graphic organizer with information about various Aboriginal peoples across Canada)
English as a Second Language, ESL Level 3, Open (ESLCO)

Reading

4. Developing Research Skills
4.1 locate information on classroom topics from appropriate research materials selected in consultation with the teacher-librarian, and acknowledge their sources (e.g., use encyclopaedias and other informational texts to research contributions of Aboriginal ... groups to Canadian society; ...)

Socio-Cultural Competence and Media Literacy

2. Developing Awareness of Canada, Citizenship, and Diversity
2.1 explain the relationship between some important aspects of geography and history and current Canadian issues (e.g., ... the quest for self-government of Aboriginal peoples)
2.3 compare and contrast the traditions and behavioural norms of a number of cultural communities in Canada, including Aboriginal communities (e.g., gender roles, family structures, and days of significance in different cultural groups)

4. Developing Media Knowledge and Skills
4.1 view, read, and listen to media texts to compare the information available on a subject or issue in different sources (e.g., ... view the Aboriginal Peoples Television Network [APTN] and compare Aboriginal perspectives with perspectives in other sources)

English as a Second Language, ESL Level 4, Open (ESLDO)

Socio-Cultural Competence and Media Literacy

2. Developing Awareness of Canada, Citizenship, and Diversity
2.1 identify examples of the influence of Canada’s history and geography on its literature and art (e.g., images of nature in Aboriginal art ...)

4. Developing Media Knowledge and Skills
4.3 create a variety of media texts for specific purposes and audiences (e.g., a news report summarizing the causes and potential consequences of a current issue such as Aboriginal land claims; ...)

English as a Second Language, ESL Level 5, Open (ESLEO)

Reading

1. Reading for Meaning
1.1 read a wide variety of authentic texts of increased complexity on a range of topics (e.g., ... literary texts from a range of cultures, including Aboriginal cultures: short stories, novels, plays, satire, poetry)
1.5 analyse texts in a range of genres, including essays, short stories, novels, poems, and drama, to identify literary elements and explain their effect on the reader (e.g., cultural references to ... Native mythology; ... metaphor and imagery in the poems of Chief Dan George)

4. Developing Research Skills
4.2 extract information for an independent research project from a wide variety of sources, and organize it using a variety of graphic organizers (e.g., complete a chart comparing the lifestyles of Aboriginal people living in First Nation communities and urban environments)

Socio-Cultural Competence and Media Literacy

2. Developing Awareness of Canada, Citizenship, and Diversity
2.2 explain how government policies on equity and social justice apply to current social issues (e.g., Aboriginal treaty rights, ...)

English Literacy Development, ELD Level 5, Open (ELDEO)

Socio-Cultural Competence and Media Literacy

2. Developing Awareness of Canada, Citizenship, and Diversity
2.1 demonstrate knowledge of a variety of significant facts about Canadian history and culture (e.g., identify contributions of Aboriginal individuals to Canada; ...)

4. Developing Media Knowledge and Skills
4.3 create media texts for a wide variety of audiences and purposes, and explain their content and design decisions (e.g., ... compile a collection of symbols found in traditional and contemporary art forms of specific Aboriginal groups)
See the Preface for important information on the organization of the following material.

Although none of the expectations in the French as a second language (FSL) curriculum explicitly addresses First Nations, Métis, and Inuit connections, in each of the strands the learning context (e.g., a topic, a thematic unit, or an issue related to culture) and/or materials (e.g., books, websites, media) could be used to explore specific aspects of francophone and First Nations, Métis, and Inuit cultures (e.g., traditions, values, beliefs, celebrations, literature, art, music) and make comparisons between them.

See the Preface for important information on the organization of the following material.

The expectations listed below address First Nations, Métis, and Inuit connections through a consideration of personal knowledge and management skills, employment opportunities, leadership styles and qualities, and healthy life styles.

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS1O/GLE1O/GLE2O)

Personal Knowledge and Management Skills

Personal Management and Learning
- identify and describe personal lifestyle strategies that enhance health and wellness and improve one’s readiness to learn (e.g., ... adopting holistic approaches to well-being, such as those found in Aboriginal cultures)

Interpersonal Knowledge and Skills

Assessing Interpersonal Knowledge, Skills, and Strategies
- describe how interpersonal and teamwork skills are enhanced by respect for individuals with different backgrounds and experience, and explain the significance of respect in Aboriginal cultures

Designing Your Future, Grade 11, Open (GWL3O)

Exploration of Opportunities

Opportunities
- explain how knowledge and appreciation of various cultures, including those of Aboriginal peoples, and fluency in French and other languages can expand employment opportunities

Leadership and Peer Support, Grade 11, Open (GPP3O)

Personal Knowledge and Management Skills

Leadership Qualities
- research and identify the leadership qualities and styles of a diverse range of people, including Aboriginal individuals, in leadership and support roles (e.g., in sports, politics, community, and/or school)
Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open (GLS4O/GLE4O/GLE3O)

Personal Management

Impact of Personal Factors
- explain the relationship between a healthy lifestyle (e.g., … holistic approaches to well-being, such as those found in Aboriginal cultures) and daily performance in various settings
See the Preface for important information on the organization of the following material.

Although none of the expectations in the health and physical education curriculum explicitly addresses First Nations, Métis, and Inuit connections, students could explore ways in which First Nations, Métis, and Inuit cultural practices can affect decisions regarding healthy living, attitudes to gender roles and sexuality, and participation in sports and physical activity programs.
First Nations, Métis, and Inuit connections can be made in the expectations listed below through the application of interdisciplinary approaches in cultural contexts.

Interdisciplinary Studies, Grade 12, University Preparation (IDC4U/IDP4U)

Theory and Foundation

Structures and Organization
- analyse and describe the past and current importance of organizing and storing information and resources to each of the subjects or disciplines studied (e.g., … to preserve Aboriginal oral traditions, …)

Interdisciplinary Studies, Grade 12, Open (IDC4O/IDP4O)

Theory and Foundation

Ideas and Issues
- critically analyse the major concepts and ideas held by pre-eminent theorists and researchers in each of the subjects or disciplines studied and describe their contemporary application (e.g., for an interdisciplinary studies course on education and society: Plato’s use of the Socratic method, Jean-Jacques Rousseau’s notion of progressive education, John Dewey’s concept of learning by doing, and the educational role of elders within Aboriginal communities)

Processes and Methods of Research

Assessing and Extending Research
- assess their effectiveness in finding practical approaches or solutions through their research to problems in the subjects or disciplines studied (e.g., … “How can my school respond to the needs of our Native students?”)

See the Preface for important information on the organization of the following material.

Apart from the two examples listed below, in which Aboriginal gaming is connected to mathematical counting and probability, expectations in the mathematics curriculum do not explicitly address First Nations, Métis, and Inuit connections. However, in all courses the learning context could be used to foster students’ appreciation and understanding of First Nations, Métis, and Inuit cultures (e.g., activities could be designed to relate concepts in geometry and patterning to the patterns used in Aboriginal basketry design).

Mathematics of Data Management, Grade 12, University Preparation (MDM4U)

A. Counting and Probability

1. Solving Probability Problems Involving Discrete Sample Spaces
   1.1 recognize and describe how probabilities are used to represent the likelihood of a result of an experiment (e.g., … playing Aboriginal stick-and-stone games) and the likelihood of a real-world event (e.g., that it will rain tomorrow, that an accident will occur, that a product will be defective)

Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation (MEL4E)

A. Reasoning With Data

2. Investigating Probability
   2.3 perform simple probability experiments (e.g., … playing Aboriginal stick-and-stone games), record the results, and determine the experimental probability of an event

See the Preface for important information on the organization of the following material.

The study of a Native language offers a profound connection to the culture and way of thinking of the speakers of the language. Within that context, the expectations listed below are identified because they focus explicitly on aspects of culture (e.g., legends, stories, and songs; cultural traditions and ceremonies; and concepts of citizenship and relationships that underpin First Nations world views) and on students’ use of Native languages in cultural contexts.

Native Languages, Level 1, Open (NL1) (LNAAO–LNOAO)

Oral Communication

• demonstrate an awareness of Native oral traditions (e.g., Native legends, stories, songs)

Reasoning and Critical Thinking
  – demonstrate an understanding of Native legends and stories enacted or told with visual support

Use of Words and Language Structures
  – represent and interpret a character in a skit set in a Native community
  – retell simple Native legends and stories

Media Communication Skills
  – use information technology to:
    – listen to tapes of Native elders telling stories

Reading

Media Communication Skills
  – use information technology to:
    – locate reading material in the Native language
    – build a knowledge base on a Native topic

Native Languages, Level 2, Open (NL2) (LNABO–LNOBO)

Oral Communication

• demonstrate an understanding of Native oral traditions (e.g., Native legends, stories, songs, histories)
Reasoning and Critical Thinking
- compare the creation stories of various Native communities

Use of Words and Language Structures
- participate in word games using the Native language
- represent and interpret a character in a Native legend or story
- retell Native legends and stories

Media Communication Skills
- use information technology to:
  - listen to tapes of Native elders telling stories

Reading

Media Communication Skills
- use information technology to:
  - locate reading material in the Native language
  - build a knowledge base on a Native topic

Writing

Reasoning and Critical Thinking
- demonstrate an understanding of word order and its relation to a Native world view

Media Communication Skills
- use information technology to:
  - create visual material for a presentation on a Native topic

Native Languages, Level 3, Open (NL3) (LNACO–LNOCO)

Oral Communication
- use various forms of communication to express Native philosophy
- demonstrate an understanding of the oral traditions of the language under study

Reasoning and Critical Thinking
- demonstrate an understanding of Native philosophy
- demonstrate an understanding of the history of the Native language under study

Use of Words and Language Structures
- participate in word games using the Native language
- represent and interpret a character in a class production of a skit with a Native theme
- use interviews with elders or relatives to construct a family or community history and present findings to class peers
- retell Native legends, stories, and community histories with accuracy
Media Communication Skills
  – use information technology to:
    – produce and record short skits depicting a Native event
    – make announcements in a Native language (e.g., on the school’s public address system, at Native events, on local radio broadcasts)

Reading

• demonstrate an understanding of the history of the Native language under study

Media Communication Skills
  – use information technology to:
    – locate information on the history and writing system of the language under study
    – locate reading material in the Native language

Writing

Reasoning and Critical Thinking
  – demonstrate an understanding of word order and its relation to a Native world view

Media Communication Skills
  – use information technology to:
    – heighten language awareness in the community (e.g., through the use of the Native language in posters, at public events, for school announcements)

Native Languages, Level 4, Open (NL4) (LNADO–LNODO)

Oral Communication

• demonstrate an understanding of the vitality of a Native language
• demonstrate an understanding of the concept of citizenship in Native North American culture

Reasoning and Critical Thinking
  – demonstrate an understanding of and respect for Native cultural traditions and arts

Use of Words and Language Patterns
  – describe the concept of citizenship in Native North American culture
  – describe the concept of relationships in Native North American culture (Aboriginal world view)

Reading

• demonstrate an understanding of an Aboriginal world view through an analysis of words
Reasoning and Critical Thinking
- demonstrate an understanding of Native historical writing (e.g., The Great Law, works by Peter Jones)
- demonstrate an understanding of cosmology (e.g., family, spiritual kinships) through word analysis

Writing

Reasoning and Critical Thinking
- demonstrate an understanding of Native cultural traditions and arts through the use of new words and phrases

Native Languages, Level 5, Open (NL5) (LNAEO–LNOEO)

Writing

Reasoning and Critical Thinking
- demonstrate sensitivity to Native cultural values in their writing (e.g., in a short story, journal, essay, or article)
See the Preface for important information on the organization of the following material.

Since all ten courses in the Native studies curriculum relate directly to the culture of Aboriginal peoples, only the strand titles and overall expectations for each course have been included here. For all expectations in these courses, go to the Grade 9 and 10 and Grade 11 and 12 Native studies curriculum documents on the ministry’s website, at www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies.html.

Expressing Aboriginal Cultures, Grade 9, Open (NAC1O)

Identity

- describe the elements of culture reflected in various art forms
- demonstrate understanding of how Aboriginal art forms reflect cultural identity
- produce Aboriginal art forms that portray Aboriginal culture
- demonstrate understanding of traditional Aboriginal forms of expression and their influence on the portrayal of Aboriginal identity in contemporary art forms

Relationships

- demonstrate understanding of the relationships among Aboriginal peoples, their environments, and art forms
- identify how specific Aboriginal art forms reflect aspects of the society that produced them
- produce art forms that demonstrate Aboriginal relationships

Sovereignty

- explain how art forms can be an expression of sovereignty
- identify different interpretations of sovereignty exemplified in various art forms
- demonstrate how Aboriginal art affirms Aboriginal cultures

Challenges

- demonstrate understanding of the impact of Aboriginal art forms on society
- explain how art forms are a means for promoting dialogue and healing in Aboriginal communities
- demonstrate understanding of issues related to the production of Aboriginal art forms
- identify how new and evolving art forms reclaim, revive, and sustain Aboriginal cultures
Aboriginal Peoples in Canada, Grade 10, Open (NAC2O)

Identity

• describe the characteristics of nationhood
• demonstrate understanding of the experiences of Aboriginal peoples in twentieth-century
  Canadian history
• explain how Canadian government policies have affected Aboriginal identity in the twentieth
  century
• identify current Aboriginal groups and leaders, and national, provincial, and local Aboriginal
  role models (e.g., Phil Fontaine – Grand Chief of the Assembly of First Nations; Ms. Okalik
  Eegeesiak – President, Inuit Tapirisat of Canada; Harry Daniels – Métis political leader; Katie
  Rich – Innu political leader)
• identify Aboriginal individuals who have contributed to the development of Canadian identity
  since 1900

Relationships

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

Sovereignty

• identify historic and contemporary events affecting the self-determination of Aboriginal peoples
• demonstrate understanding of the structures and decision-making processes of Aboriginal
  governments and levels of government in Canada
• explain how sovereign governments make laws and exercise jurisdiction concerning their
  citizens, lands, and resources
• describe the basic values that underlie Aboriginal and Canadian political and legal systems

Challenges

• describe the challenges that social, economic, and political renewal pose for Aboriginal and
  other communities throughout Canada
• describe the impact of twentieth-century innovations in technology on Aboriginal communities
• describe the many aspects of Aboriginal identity
• describe how Aboriginal peoples have adapted to change

Methods of Historical Inquiry

• research and explain historical topics and issues related to Aboriginal peoples
• research and describe relevant information about Native studies using a variety of sources of
  information
• demonstrate understanding of how to analyse and evaluate information when conducting research on a historical topic or issue
• demonstrate the ability to apply insights gained in Native studies to other situations and communicate the results of research in oral and written presentations

English: Contemporary Aboriginal Voices, Grade 11, University Preparation (NBE3U)

Identity

• describe the concepts related to identity in Aboriginal literary works
• analyse and assess information, ideas, issues, and language as they pertain to Aboriginal identity in a variety of informational writings and Aboriginal literary works
• demonstrate an understanding of how the different forms and styles used in Aboriginal literary works reflect Aboriginal identity
• analyse images in media works related to Aboriginal identity

Relationships

• demonstrate an understanding of the relationships depicted in fiction, drama, poetry, and non-fiction by Aboriginal writers (with an emphasis on novels and poetry)
• demonstrate an understanding of the ways in which Aboriginal writers depict relationships to promote a vision of Aboriginal communities
• demonstrate an understanding of form, purpose, audience, and production techniques by designing or creating media works, independently and collaboratively, based on the ideas, themes, and issues related to relationships examined in this course
• compare, through analysis, relationships presented in media works by Aboriginal creators

Sovereignty

• demonstrate an understanding of Aboriginal sovereignty issues, as expressed in Aboriginal literary works
• demonstrate an understanding of the language used in Aboriginal works in connection with sovereignty issues
• analyse themes related to sovereignty, as portrayed in media works by Aboriginal creators

Challenges

• demonstrate an understanding of the barriers facing Aboriginal peoples in education and employment, as presented in the works of Aboriginal writers
• assess the challenge of maintaining cultural identity that faces Aboriginal peoples, as represented in Aboriginal literature
• analyse and assess how stereotyping is depicted in works by Aboriginal creators
• identify and assess solutions to challenges suggested in media works by Aboriginal creators
• demonstrate an understanding of Aboriginal writers’ descriptions of the challenges faced by Aboriginal peoples

**Writing**

• use a variety of print and electronic primary and secondary sources to gather and assess information and develop ideas for writing
• select and use appropriate writing forms for intended purposes and audiences, focusing on essays, narratives, or poems
• use a variety of organizational structures and patterns to produce coherent and effective written work
• revise their written work, independently and collaboratively, focusing on accuracy of information, clear expression, and consistent use of voice
• edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as prescribed for this course, with the support of print and electronic resources when appropriate

**Current Aboriginal Issues in Canada, Grade 11, University/College Preparation (NDA3M)**

**Identity**

• describe the relationships among language, culture, and identity
• demonstrate an understanding of how Aboriginal identity is linked to the physical environment
• demonstrate an understanding of the influences on Aboriginal societies that have an impact on their sense of identity
• describe Aboriginal perspectives related to issues of identity and sovereignty
• describe the impact of media, literature, and popular culture on contemporary Aboriginal society

**Relationships**

• describe the historical basis for the contemporary relationship between Aboriginal peoples and Canadian society
• describe the social, legal, and political environments in which Aboriginal peoples and non-Aboriginal peoples are constructing new relationships
• demonstrate an understanding of Aboriginal peoples’ strong relationship to the land
• explain the need to promote dialogue and reconciliation in the relationship between Aboriginal peoples and Canadian society
• demonstrate an understanding of the interrelationships that characterize an Aboriginal world view
**Sovereignty**

- describe sovereignty and self-determination in terms of the political assertions of Aboriginal peoples
- describe the principles required for the establishment of Aboriginal self-government
- describe the relationship of principles of respect and mutual interdependence to the exercise of self-government in contemporary Aboriginal societies
- describe the historical relationships between Aboriginal peoples and the Canadian government, as reflected in specific treaties and agreements and the intent behind them
- describe how Aboriginal peoples adapt to external forces

**Challenges**

- identify social, political, and economic issues currently being addressed by Aboriginal individuals and communities in Canada
- demonstrate an understanding of the active involvement of Aboriginal peoples in legal and political agreements with the provincial and federal governments
- identify the challenges facing Aboriginal youth in Canada and suggest how these challenges can be addressed at a personal, community, and governmental level
- demonstrate an understanding of contemporary Aboriginal education and health issues

**Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation (NBV3C)**

**Identity**

- describe traditional and contemporary beliefs and values of Aboriginal cultures that influence present-day activities and behaviours
- identify aspects of cultural identity related to specific Aboriginal peoples
- compare Aboriginal and non-Aboriginal perspectives on the contemporary cultural identities of Aboriginal peoples
- describe the efforts and actions of Aboriginal communities and individuals to maintain their cultures and languages within traditional land bases, on reserves, and in urban settings

**Relationships**

- explain how Aboriginal peoples’ relationship to the land traditionally sustained them in various environments across Canada
- demonstrate an understanding of the cultural practices of Aboriginal peoples
- explain how Aboriginal peoples’ links to the land and to a sustainable environment are part of their cultural identity
- demonstrate an understanding of the varying perspectives on Aboriginal peoples’ right to self-determination
Sovereignty

- demonstrate an understanding of how traditional teachings and contemporary beliefs are the foundation of Aboriginal self-determination
- describe the efforts of Aboriginal peoples to attain autonomy in their lives
- describe how contemporary Aboriginal communities assert their autonomy through a blend of traditional and modern practices
- identify the Aboriginal beliefs and values that provide or have provided the foundation for the negotiation of treaties and land claims

Challenges

- identify the obstacles that Aboriginal peoples must overcome to protect and maintain their cultures and languages
- describe the challenges that technology presents to Aboriginal cultures and communities, and the ways in which technology can assist Aboriginal communities
- identify challenges presented by the ways in which the media deal with Aboriginal issues
- demonstrate an understanding of differences in the challenges faced by various Aboriginal peoples, including Status Indians, Métis, and Inuit
- identify physical and spiritual survival methods practiced by Aboriginal peoples to help them meet the challenge of maintaining their cultures

English: Contemporary Aboriginal Voices, Grade 11, College Preparation (NBE3C)

Identity

- demonstrate an understanding of the cultural diversity of Aboriginal peoples through a study of Aboriginal literary works
- analyse information, ideas, issues, and language as they pertain to Aboriginal identity in a variety of informational writings and Aboriginal literary works
- demonstrate an understanding of how the different forms and styles used in Aboriginal literary works reflect Aboriginal identity
- analyse images in media works related to Aboriginal identity

Relationships

- demonstrate an understanding of the relationships depicted in fiction, drama, poetry, and non-fiction by Aboriginal writers (with an emphasis on novels and poetry)
- demonstrate an understanding of the ways Aboriginal writers use relationships to promote a vision of Aboriginal communities
- demonstrate an understanding of form, purpose, audience, and production techniques by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues related to relationships examined in this course
- compare, through analysis, relationships presented in media works by Aboriginal creators
**Sovereignty**

- describe the issues of identity and culture as they relate to sovereignty, as expressed in works by Aboriginal writers
- describe how sovereignty is expressed in works by Aboriginal writers
- demonstrate an understanding of the language used in Aboriginal works in connection with sovereignty issues
- apply their knowledge of vocabulary and language conventions to read, write, and speak effectively while identifying, developing, or describing Aboriginal sovereignty
- analyse themes related to sovereignty, as portrayed in media works by Aboriginal creators

**Challenges**

- assess the challenge of maintaining cultural identity facing Aboriginal peoples, as represented in Aboriginal literature
- analyse and assess how stereotyping is depicted in works by Aboriginal creators
- identify and assess solutions to challenges suggested in media works by Aboriginal creators
- demonstrate an understanding of Aboriginal writers’ descriptions of the challenges faced by Aboriginal peoples

**Writing**

- use a variety of print and electronic primary and secondary sources to gather and analyse information and develop ideas for writing
- select and use appropriate writing forms for various purposes and audiences, focusing on reports, correspondence, and persuasive essays
- use a variety of organizational structures and patterns to produce coherent and effective written work
- revise their written work, independently and collaboratively, focusing on accuracy of information, clear expression, and consistent use of voice
- edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as presented for this course, with the support of print and electronic resources when appropriate

**Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, Workplace Preparation (NBV3E)**

**Identity**

- describe how traditional and contemporary beliefs and values of Aboriginal cultures influence present-day activities and behaviours
- identify aspects of cultural identity related to specific Aboriginal peoples
- describe Aboriginal and non-Aboriginal perspectives on the contemporary cultural identities of Aboriginal peoples
• describe the efforts and successes of Aboriginal peoples to protect and maintain their cultures and languages

**Relationships**

• explain how Aboriginal peoples’ relationship to the land traditionally sustained Aboriginal life in various environments across Canada and continues to be evident in the cultural practices of Aboriginal peoples today
• explain how legal definitions of Aboriginal identity in Canada affect relationships within and among Aboriginal communities
• describe contributions made by Aboriginal peoples to Canadian society
• demonstrate an understanding of the issues facing Aboriginal youth in their interaction with Canadian society
• describe relationships between Aboriginal and non-Aboriginal peoples as a result of actions taken by the federal and provincial governments

**Sovereignty**

• identify traditional teachings and contemporary beliefs that promote Aboriginal self-determination
• describe the efforts of Aboriginal peoples to attain autonomy in their lives
• describe how contemporary Aboriginal communities assert their autonomy through a blend of traditional and modern practices
• demonstrate an understanding of the concept of Aboriginal nationhood and of the ways it is being transmitted to Canadian society
• identify the Aboriginal beliefs and values that provide or have provided a foundation for the negotiation of treaties and land claims

**Challenges**

• identify the obstacles that Aboriginal peoples must overcome to protect and maintain their cultures and languages
• describe how the values and beliefs of Aboriginal cultures are affected by the media and information technology
• describe how Aboriginal peoples are attempting to rectify the stereotypical images of themselves that are portrayed in print and other media and how they use the media to their advantage
• demonstrate an understanding of the challenges facing Aboriginal youth
• describe competing values between Aboriginal and non-Aboriginal societies on issues of ecological sustainability
English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation (NBE3E)

Identity

- describe influences on Aboriginal identity, as portrayed by Aboriginal writers
- identify characteristics of identity found in Aboriginal fiction, non-fiction, drama, poetry, and informational materials
- describe how a variety of informational and literary texts communicate ideas about Aboriginal identity clearly and accurately
- identify the various purposes and audiences of informational and other forms of writing, and use each of the forms appropriately in their own writing on topics related to Aboriginal identity
- describe images in media works related to Aboriginal identity

Relationships

- identify and demonstrate an understanding of Aboriginal relationships portrayed in works by Aboriginal writers
- identify literary works that promote and affirm relationships among Aboriginal peoples
- demonstrate an understanding of Aboriginal relationships depicted in fiction, drama, and poetry
- demonstrate an understanding of relationships presented in media works by Aboriginal creators

Sovereignty

- describe sovereignty as it relates to identity, as depicted in literature by Aboriginal writers
- demonstrate an understanding of the ways in which the language used in Aboriginal writing promotes personal sovereignty
- demonstrate an understanding of Aboriginal sovereignty issues, as depicted in literature by Aboriginal writers
- identify issues of sovereignty, as presented in media works by Aboriginal creators

Challenges

- identify the challenge of maintaining cultural identity that faces Aboriginal peoples, as represented in Aboriginal literature
- demonstrate an understanding of stereotyping, as depicted in Aboriginal literary or media works
- describe the challenge of achieving personal well-being
- identify challenges addressed in media works by Aboriginal creators
Writing

- use a variety of print and electronic sources to gather information and develop ideas for personal, school, and workplace-related writing
- identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing
- use organizational structures and patterns to produce coherent written work
- revise their written work, collaboratively and independently, focusing on accuracy of information and clear expression
- edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as prescribed for this course, with the support of print and electronic resources when appropriate

Aboriginal Governance: Emerging Directions, Grade 12, University/College Preparation (NDG4M)

Identity

- demonstrate an understanding that Aboriginal self-governance is grounded in Aboriginal peoples’ beliefs and values
- demonstrate an understanding of various forms of social organization of Aboriginal peoples that help define their identity
- describe traditional forms of Aboriginal decision making and their relevance to contemporary efforts of Aboriginal peoples to establish their identity as autonomous peoples
- describe the impact that governance has with respect to Aboriginal identity

Relationships

- demonstrate an understanding of the historical context that underlies current relationships between Aboriginal peoples and the government of Canada
- describe the changing nature of the legal and political relationships between Aboriginal peoples and the government of Canada
- describe social and political conditions that affect the current dialogue between Aboriginal peoples and other Canadians

Sovereignty

- identify a variety of Aboriginal peoples’ views relating to sovereignty and governance
- describe how the self-determination of Aboriginal peoples is reflected in community-based activities
- identify various forms of decision making and leadership that facilitate the autonomy of Aboriginal peoples
- describe the concept of Aboriginal self-determination that involves the equitable sharing of lands, resources, and economic development
Challenges

- identify the challenges involved in the implementation of self-determination
- describe strategies to resolve land and jurisdictional issues affecting the future of Aboriginal and Canadian relations
- demonstrate an understanding of the resourcefulness and commitment of Aboriginal peoples in addressing the needs of their communities
- identify creative alternatives and solutions that promote economic self-reliance for Aboriginal communities

Issues of Indigenous Peoples in a Global Context, Grade 12, University/College Preparation (NDW4M)

Identity

- demonstrate an understanding of how certain terms relating to Aboriginal peoples change when they are used in an international context
- identify where indigenous peoples are situated throughout the world
- describe emerging global economic and environmental practices and their impact on indigenous cultural identity
- identify some of the challenges to maintaining their identities that indigenous communities throughout the world encounter in a highly industrialized world
- demonstrate an understanding of the commonality of world views of indigenous peoples around the world

Relationships

- describe some of the international indigenous peoples’ organizations developed by indigenous peoples throughout the world
- describe similarities and differences in the relationships between the world’s indigenous populations and their national governments
- describe the current dialogue concerning renewed relationships between indigenous peoples and various national governments
- demonstrate an understanding of the distinction between the terms *indigenous people* and *indigenous populations*
- identify examples of partnerships between indigenous communities and national governments or multinational corporations to foster indigenous economic self-sufficiency
**Sovereignty**

- identify the nature and scope of “self-determination” as articulated by indigenous peoples worldwide
- describe the basis for the autonomy of indigenous peoples
- describe efforts by the world’s indigenous peoples to lobby the international community for recognition of their right to self-determination
- describe the importance of international forums for advancing the rights of indigenous peoples around the world

**Challenges**

- identify the common issues facing the world’s indigenous peoples
- demonstrate an understanding of the factors that influence indigenous peoples’ participation in international affairs or the global economy
- describe a variety of approaches that indigenous peoples are taking to preserve and maintain indigenous knowledge as it relates to such things as culture, language, and the environment
First Nations, Métis, and Inuit connections can be made in many of the expectations in the science curriculum relating science to technology, society, and the environment. In addressing these expectations, students explore First Nations, Métis, and Inuit connections to various science-related technologies in such areas as environmental sustainability, climate change, resource extraction and processing, and human health and nutrition. The curriculum encourages students to look at the perspectives and world views of Aboriginal cultures as they relate to scientific issues.

Some subjects and courses within the science curriculum may not lend themselves to the exploration of First Nations, Métis, and Inuit connections. Below are listed only the subjects and courses that offer clear opportunities for such connections.

**Science, Grade 9, Academic (SNC1D)**

**B. Biology: Sustainable Ecosystems**

**B1. Relating Science to Technology, Society, and the Environment**

**B1.2** evaluate the effectiveness of government initiatives in Canada (federal, provincial, municipal) and/or the efforts of societal groups or non-governmental organizations, such as Aboriginal communities, environmental groups, or student organizations, with respect to an environmental issue that affects the sustainability of terrestrial or aquatic ecosystems (e.g., wetland restoration, recycling programs, Canada–Ontario Environmental Farm Plans, stewardship of national and provincial parks) [AI, C]

*Sample questions:* … How have the actions of … Aboriginal fisheries-management … groups helped to ensure ecological sustainability? What further action could such groups take?

**C. Chemistry: Atoms, Elements, and Compounds**

**C1. Relating Science to Technology, Society, and the Environment**

**C1.2** assess social, environmental, and economic impacts of the use of common elements or compounds [AI, C]

*Sample questions:* How has the presence of mercury in water bodies in Northern Ontario affected the environment and the lives of Aboriginal people? …
D. Earth and Space Science: The Study of the Universe

D3. Understanding Basic Concepts
D3.6 describe various reasons that humankind has had for studying space (e.g., to develop calendars for agricultural purposes, to forecast weather, for celestial navigation, for religious inspiration) and the conceptions of the universe held by various cultures and civilizations (e.g., Aboriginal peoples; …)

Science, Grade 9, Applied (SNC1P)

B. Biology: Sustainable Ecosystems and Human Activity

B1. Relating Science to Technology, Society, and the Environment
B1.2 assess the effectiveness of a local initiative of personal interest that seeks to ensure the sustainability of a terrestrial or aquatic ecosystem (e.g., … conservation efforts of local Aboriginal communities; …), and explain why the initiative is important to the sustainability of the ecosystem [AI, C]

D. Earth and Space Science: Space Exploration

D3. Understanding Basic Concepts
D3.6 describe the role of celestial objects in the traditions and beliefs of selected cultures and civilizations (e.g., Aboriginal peoples; …)

Science, Grade 10, Academic (SNC2D)

D. Earth and Space Science: Climate Change

D1. Relating Science to Technology, Society, and the Environment
D1.1 analyse current and/or potential effects, both positive and negative, of climate change on human activity and natural systems (e.g., … loss of traditional lifestyles for Inuit as Arctic ice shrinks; …) [AI, C]

BIOLOGY, GRADES 11 AND 12

Biology, Grade 11, University Preparation (SBI3U)

F. Plants: Anatomy, Growth, and Function

F1. Relating Science to Technology, Society, and the Environment
F1.1 evaluate, on the basis of research, the importance of plants to the growth and development of Canadian society (e.g., … Aboriginal medicines, …) [IP, PR, AI, C]
F1.2 evaluate, on the basis of research, ways in which different societies or cultures have used plants to sustain human populations while supporting environmental sustainability (e.g., … traditional Aboriginal corn production practices) [IP, PR, AI, C]

Sample issue: Aboriginal peoples living near Canada’s boreal forest rely on forest plants for food and medicine. Plants are harvested by traditional methods to maintain natural habitats and local biodiversity. However, these traditional practices are threatened as more areas are subject to development and commercial resource exploitation.

Biology, Grade 11, College Preparation (SBI3C)

F. Plants in the Natural Environment

F1. Relating Science to Technology, Society, and the Environment
F1.1 analyse, on the basis of research, and report on ways in which plants can be used to sustain ecosystems [IP, PR, AI, C]

Sample questions: … How have traditional Aboriginal seed maintenance and distribution practices helped sustain ecosystems in Aboriginal communities?

F2. Developing Skills of Investigation and Communication

F2.2 investigate various techniques of plant propagation (e.g., … traditional Aboriginal practices) [PR]

Biology, Grade 12, University Preparation (SBI4U)

E. Homeostasis

E1. Relating Science to Technology, Society, and the Environment
E1.2 evaluate, on the basis of research, some of the human health issues that arise from the impact of human activities on the environment (e.g., … the effects of leaching of compounds from plastic products into soil and water) [IP, PR, AI, C]

Sample questions: In what ways have mining, forestry, and hydroelectric developments affected the health of Aboriginal people in Northern Ontario? …

F. Population Dynamics

F2. Developing Skills of Investigation and Communication
F2.3 determine, through laboratory inquiry or using computer simulations, the characteristics of population growth of two different populations (e.g., … the increase of Aboriginal compared to non-Aboriginal populations and the significant difference in average age between the two groups) [PR, AI, C]
**EARTH AND SPACE SCIENCE, GRADE 12**

Earth and Space Science, Grade 12, University Preparation (SES4U)

E. Earth Materials

E1. Relating Science to Technology, Society, and the Environment

E1.1 assess the direct and indirect impact on local, provincial/regional, or national economies of the exploration for and extraction and refinement/processing of Earth materials (e.g., gold, uranium, sand, gravel, dimension stone, fossil fuels) [AI, C]

*Sample questions:* … What is the impact on the economy of local Aboriginal communities of diamond mining on their lands?

**ENVIRONMENTAL SCIENCE, GRADE 11**

Environmental Science, Grade 11, University/College Preparation (SVN3M)

C. Human Health and the Environment

C1. Relating Science to Technology, Society, and the Environment

C1.1 analyse grassroots initiatives that are intended to reduce the impact of environmental factors on human health (e.g., community cleanup of local aquatic or terrestrial environments; …) [AI, C]

*Sample issue:* People from the Grassy Narrows Reserve in Northern Ontario were experiencing chronic health problems. They commissioned a study, which found that many animals and fish that were part of a traditional diet were contaminated with mercury and heavy metals. Guidelines were proposed to limit consumption of the affected animals, and thereby improve people’s health.

C1.2 evaluate the effectiveness of government initiatives that are intended to reduce the impact of environmental factors on human health (e.g., … provincial laws regulating drinking water; …) [AI, C]

*Sample questions:* … Why are there concerns about the water quality in many First Nations communities in Canada? …

C3. Understanding Basic Concepts

C3.5 identify a variety of populations who are particularly vulnerable to the effects of environmental factors, and explain why these populations are vulnerable (e.g., … Inuit who follow a traditional diet are vulnerable to contaminants that accumulate in the fatty tissue of sea mammals because these animals are their main food source)
Environmental Science, Grade 11, Workplace Preparation (SVN3E)

**C. Human Health and the Environment**

**C1. Relating Science to Technology, Society, and the Environment**

C1.2 analyse how environmental contaminants can affect the health of different populations in Canada (e.g., mercury contamination in streams and rivers in Northern Ontario where Aboriginal people fish, toxins in Arctic sea mammals hunted by Inuit, ...) [AI, C]

**SCIENCE, GRADE 12**

Science, Grade 12, University/College Preparation (SNC4M)

**B. Medical Technologies**

**B1. Relating Science to Technology, Society, and the Environment**

B1.2 identify a variety of alternative technologies and therapies used to diagnose or treat human health conditions (e.g., ... Aboriginal healing practices), and assess the effectiveness of one such therapy [AI, C]

**E. Science and Public Health Issues**

**E3. Understanding Basic Concepts**

E3.6 explain why some populations are particularly susceptible to specific health problems (e.g., the risk of diabetes among First Nations populations; ...)

Science, Grade 12, Workplace Preparation (SNC4E)

**F. Nutritional Science**

**F1. Relating Science to Technology, Society, and the Environment**

F1.2 evaluate the nutritional content of a menu (e.g., from the school cafeteria, a fast-food restaurant, a coffee shop, a retirement home, a hospital), and propose ways to improve it, using information from *Eating Well with Canada’s Food Guide* or *Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis* [AI, C]
SOCIAL SCIENCES AND HUMANITIES, GRADES 9 TO 12 (2013)

See the Preface for important information on the organization of the following material.

The expectations listed below address First Nations, Métis, and Inuit connections through a consideration of ways in which Aboriginal beliefs and cultures affect various aspects of individual, family, and community life, including food choices (through comparisons between different versions of Canada’s Food Guides, including Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis), individual and family lifestyles, fashion and creative expression, parent–child relationships, social and emotional development, and the development of social institutions. Students also have the opportunity to examine policies and issues affecting First Nations, Métis, and Inuit ways of life.

EQUITY STUDIES

Gender Studies, Grade 11, University/College Preparation (HSG3M)

B. Foundations

B1. The Social Construction of Gender
B1.1 explain key terms and concepts relating to gender studies (e.g., ... matriarchy, patriarchy, ... two-spirited, ...)
B1.3 analyse the ways in which gender intersects with other aspects of identity (e.g., indigeneity, race, socio-economic status, sexual orientation, ability) to create diverse gender role expectations and experiences
  Teacher prompts: “What does Patricia Monture-Angus, a Mohawk woman, mean when she writes, ‘To artificially separate my gender from my race and culture forces me to deny the way I experience the world’?” ...
B1.4 describe a range of gender roles in a variety of cultures and historical periods (e.g., ... in First Nation, Métis, or Inuit cultures; ...), and explain how and why these roles have changed over time
  Teacher prompts: ... “What is the meaning and significance of the term two-spirited among many First Nations?”

B2. Power Relations, Sex, and Gender
B2.1 analyse the ways in which power and privilege are unequally distributed between and among males and females in homes, schools, workplaces, and community settings (e.g., with reference to financial decision-making, domestic chores, child and senior care, teacher attention, leadership opportunities, assigned duties, access to community resources)
  Teacher prompts: … “What does the fact that more than 500 Aboriginal women are missing in Canada reveal about the position of Aboriginal women within Canada and their position in relation to Canadian women as a whole?”
B2.3 analyse ways in which sexism can manifest itself in contemporary Canadian society (e.g., in the family, sports and athletics, politics and government; through the climate at work or school; through jokes and language; in terms of employment opportunities or access to economic resources), and assess ways to address these manifestations of sexism

Teacher prompts: … “How do the Indian Act and Bill C-31 discriminate against Aboriginal women?” …

B2.4 explain variations in power relations between men and women within patriarchal and matrarchal societies (e.g., in matrarchal or matrilineal societies such as the Oneida, Cayuga, Mohawk, Seneca, Tuscarora, or Onondaga First Nations ...), with reference to a variety of social roles and responsibilities (e.g., parental roles, decision making, economic responsibilities, leadership roles, training and educational options)

B3. Representations of Gender

B3.4 describe how visual art, literature, and film can raise awareness of gender equity and changing gender expectations in society (e.g., art work by ... Shelley Niro, Rebecca Belmore; literature by ... David Alexander Robertson, ...; films by ... Tracey Deer)

C. Gender Issues and Gender Related Policy in Context

C1. Securing Rights and Social Supports

C1.1 describe the relevant social context of and issues of concern to contemporary and historical women’s movements (e.g., issues such as women’s suffrage, property ownership, birth control and reproductive rights, equal pay for equal work and equal pay for work of equal value, violence against women and children, education for girls and women in developing nations, the contribution of women’s unpaid domestic and volunteer work to the family and the economy, discrimination in development assistance), and evaluate the achievements of these movements

Teacher prompts: … “What specific issues confront, or have confronted, First Nation, Métis, and Inuit women?” …

C2. Local and Global Challenges

C2.3 analyse the relationship between gender and environmental issues in both Canadian and global contexts …

Teacher prompts: … “What effects has oil sands development in Alberta had on women in the Lubicon First Nation?” …

C3. Gender-Based Violence and Its Prevention

C3.4 demonstrate an understanding of a range of awareness and prevention strategies relating to forms of gender-based violence, including sexual assault and gender-based bullying and harassment (e.g., ... the Sisters in Spirit initiative of the Native Women’s Association of Canada; ...)

Social Sciences and Humanities
D. Implementing Change

D1. Changes in the Workplace

D1.3 assess the contribution of Canadian legislation as well as government and employment policies to gender equity in the workplace (e.g., pay equity legislation, employment equity legislation, human rights codes, maternity and parental leave policies, equity and antidiscrimination policies), and explain how these policies were achieved.

Teacher prompts: “... Why do women from some visible minorities, including Aboriginal women, earn even less than other women?” ...

D2. Agents of Change

D2.1 describe the accomplishments of Canadian individuals and organizations in promoting gender equity and changing gender expectations (e.g., ... Jeannette Corbiere Lavell, ... the Native Women’s Association of Canada, ...)

Teacher prompts: “What is the mission of the Native Women’s Association of Canada? How are Aboriginal women’s issues represented by other Aboriginal organizations?” ...

D2.2 describe a range of organizations outside Canada, including international organizations and initiatives (e.g., ... the International Indigenous Women’s Forum [FIMI]; ...), that contribute to gender equity.

Equity, Diversity, and Social Justice, Grade 11, Workplace (HSE3E)

B. Foundations

B1. The Social Construction of Identity

B1.1 explain how various aspects of identity (e.g., gender identity, sexual orientation, trans identities, race, culture, ethnicity, ability, language, class, faith, age, body image) may be socially constructed and internalized (e.g., through the media, parental expectations, religion, popular culture).

Teacher prompts: ... “In what ways might identity formation be different for an Aboriginal person and a person of European background living in Canada?” ...

B1.4 explain how biases and stereotypes, including those related to race, class, gender, and sexual orientation, are transmitted through the media and popular culture (e.g., with reference to ... stereotypical representations of Aboriginal people in films; ...), and describe their possible impact on individuals (e.g., the impact on well-being, self-image, their own attitudes and behaviour and those of others).

Teacher prompts: ... “What impact might the stereotypical representation of certain groups (e.g., ... Aboriginal people ...) in the media have on members of these groups? What impact might positive representations have on members of these groups and on the wider society?” ...

86 First Nations, Métis, and Inuit Connections, Grades 9–12: Scope and Sequence of Expectations, 2014
B2. Power Relations
B2.1 explain how power and privilege operate in various Canadian social, economic, and political contexts (e.g., in the arts, education, publishing, community organizations, professional sports, financial institutions, the labour market, the media, government)
Teacher prompts: … “How many texts written by Aboriginal authors are available in your school library or media centre? What do you think these numbers reflect?”

B2.3 demonstrate an understanding of the difference between individual and systemic forms of discrimination and oppression (e.g., ... the reserve system for First Nations peoples in Canada, ...)
Teacher prompts: ... “Why do some Aboriginal adolescents have to leave their communities to go to high school? Do you think this constitutes an individual form of discrimination? Why or why not?” ...

B2.4 describe the effects of discrimination and oppression on individuals and groups (e.g., feelings of marginalization, powerlessness, anger, hopelessness; motivation to seek societal change or engage in advocacy, action)
Teacher prompts: ... “How were individuals from Aboriginal communities affected by the residential school experience?” ...

C. Equity, Social Justice, and Change

C1. Ethnocultural Diversity in Canada
C1.1 describe the ongoing challenges and struggles facing various racial, cultural, or national minority groups in Canada, including Aboriginal people and newcomers (e.g., ... different social role expectations, ... prejudice and discrimination, racism, racial profiling, poverty)
Teacher prompts: ... “What challenges face First Nation people living on reserves? How do these compare to the challenges facing First Nation people living off reserve?”

C1.2 describe the complexities of the relationship between an individual’s cultural heritage and Canadian values, beliefs, and practices (e.g., ... mainstream Canadian attitudes towards and stereotypes of ... Aboriginal cultures; ...)
Teacher prompts: “... How might Canadian values, beliefs, and practices be different if Aboriginal ways of knowing and being had been valued more widely in the country’s history?”

C1.3 describe various racial, cultural, and national communities’ contributions to and influence on Canadian life and society (e.g., with reference to the arts, sports, business, science, government, non-governmental organizations [NGOs])
Teacher prompts: ... “In what ways have NGOs associated with First Nations contributed to Canadian society?” ...

C2. Equity and Social Justice in Canada
C2.1 describe a variety of historical and contemporary examples of inequity and social injustice in Canada (e.g., ... living conditions in ... First Nation communities; ...)

C2.2 demonstrate an understanding of Canada’s historical and current relationship with First Nation, Métis, and Inuit peoples, and of the ways in which Aboriginal people have worked to achieve recognition of Aboriginal and treaty rights (e.g., by forming Aboriginal organizations, through the courts, by lobbying governments, through appeals to the United Nations and the international community, through demonstrations and blockades)
Teacher prompts: “What issues and actions led to the Canadian government’s apology for the residential school system?” “Why isn’t it common for Aboriginal children to be educated in their own language?” “Where and why have First Nations used blockades?”

C3. Social Activism
C3.1 describe the impact of historically important social movements (e.g., movements in support of ... Aboriginal rights, ...)

D. Promoting Equity and Social Justice

D1. Respecting Diversity
D1.3 describe various policies and initiatives in the school, workplace, and community that are designed to promote respect for diversity (e.g., student equity groups, ... school/workplace antidiscrimination policies, multiculturalism policy)

Teacher prompts: “How can ... National Aboriginal Day events enhance respect for diversity in the community? To what extent can such festivals help to change people’s attitudes? What are their limitations?”

Equity and Social Justice: From Theory to Practice, Grade 12, University/College Preparation (HSE4M)

A. Research and Inquiry Skills

A1. Exploring
A1.3 formulate effective questions to guide their research and inquiry

Teacher prompts: “If you were studying media representations of Aboriginal youth, why would it be important to determine the origin or creator of the media products you are examining? How would you ensure that you have a diverse selection of sources? How might you determine whether the representation of Aboriginal youth varies in different types of media or in media from different regions or countries?”

B. Understanding Social Construction

B1. Approaches and Perspectives
B1.1 demonstrate an understanding of theoretical and research approaches associated with the study of equity and social justice issues (e.g., ... indigenous knowledge approach)
B1.4 analyse ways in which social and cultural belief systems can affect perspectives on and decisions relating to equity and social justice issues (e.g., one’s position on land development / resource exploitation versus the preservation of sites sacred to Aboriginal people; ...)

Teacher prompts: “What issues and actions led to the Canadian government’s apology for the residential school system?” “Why isn’t it common for Aboriginal children to be educated in their own language?” “Where and why have First Nations used blockades?”
C. Addressing Equity and Social Justice Issues

C1. Historical and Contemporary Issues
C1.1 analyse the rationale for specific instances of social injustice in Canadian history (e.g., forcing Aboriginal children to attend residential schools; ...), and demonstrate an understanding of how perspectives on the issues related to these historical injustices have changed

Teacher prompts: … “When did Aboriginal people in Canada obtain the vote? What was the rationale for the state’s withholding it from them?” …

C1.2 analyse a broad range of current equity and social justice issues in Canada (e.g., Aboriginal land claim disputes and settlements; ...) with reference to the underlying social circumstances and potential strategies for addressing the issues

C2. Leadership
C2.2 explain how the combination of circumstances and personal qualities and skills resulted in specific individuals’ becoming effective agents of change (e.g., ... Jeannette Corbiere Lavell, ...)

C2.4 describe the issues leading to the establishment of a range of secular social justice movements or organizations (e.g., ... the Assembly of First Nations, ...), and assess the impact of these movements on individuals and groups

C3. Policies, Strategies, and Initiatives
C3.2 describe the ways in which Aboriginal peoples in Canada and other indigenous groups around the world (e.g., the Innu of Labrador, the Lubicon Cree of Alberta, ...) have used laws or international attention to try to effect changes in domestic policy with respect to social justice issues

Teacher prompts: “How and why is Amnesty International promoting the cause of the Lubicon Cree?” “... What is the position of Aboriginal groups in Canada with respect to the UN declaration? What is the position of the Canadian government?”

World Cultures, Grade 12, University/College Preparation (HSC4M)

B. The Concept of Culture

B2. Cultural Dynamics
B2.3 analyse ways in which culture is transmitted between groups (e.g., through dispersion, incorporation, assimilation, diffusion, conquest, exogamy, cultural imperialism) and how processes of transmission can result in changes to cultures, including loss of traditional culture

Teacher prompts: “What impact did the Canadian policy of forced assimilation have on First Nation people? …” …
C. Cultural Expressions

C1. Art, Philosophy, and Religion
C1.1 describe forms of artistic expression found within a specific culture (e.g., ... totem poles of West Coast First Nations in Canada, ...), and explain how they relate to aspects of that culture (e.g., spiritual or religious beliefs or rituals; military or political traditions; social roles and structures; values, norms, and attitudes; identities)
C1.3 demonstrate an understanding of various religious or spiritual beliefs (e.g., ... Aboriginal or tribal spiritual beliefs) found within a specific culture and of how they relate to various aspects of that culture (e.g., dietary laws; social hierarchies; attitudes towards gender roles and social inequality; ethics and mores; rituals/practices around birth, marriage, sickness, death; educational practices; practices such as ... pow wows, ...)
C1.4 analyse the ways in which a culture’s relationship to the environment is reflected in its art, philosophy, and religious/spiritual beliefs (e.g., ... the Aboriginal medicine wheel; ...)
Teacher prompts: “How is the Cree conception of Mother Earth reflected in that nation’s relationship to the environment?” ... 

C2. Cultural Expressions in Context
C2.1 analyse specific cultural expressions (e.g., in the areas of visual arts, music, dance, drama, literature, architecture, fashion, values, philosophy, religion, media) with reference to their function and the time and place with which they are associated
Teacher prompts: “What functions did wampum belts serve for Eastern Woodlands First Nations?” ...
C2.3 compare similar forms of cultural expression in different cultures and/or historical periods (e.g., ... Aboriginal art in ... Canada; ...)

C3. Contributions and Influences
C3.2 assess the influence of the art, philosophy, and religious/spiritual beliefs or practices of one culture (e.g., ... Haida masks, ...) on forms of cultural expression produced by individuals or groups from other cultures
C3.4 demonstrate an understanding of the ways in which Canadian individuals from various ethnocultural minority groups have contributed to and influenced Canadian culture and society (e.g., ... Adam Beach, David Bouchard, ... Elijah Harper, ... Sandra Lovelace, ... Robbie Robertson, ...)
C3.5 assess the broad significance of historic cultural developments associated with a diverse range of ethnocultural groups (e.g., ... the Three Sisters of Haudenosaunee agriculture; tobacco; the canoe; ...)

D. Critical Cultural issues

D1. Power Relations
D1.1 demonstrate an understanding of the dynamics of power relations within specific cultural groups (e.g., ... the role of elders ... among First Nation peoples; the status of ... two-spirited people in Aboriginal cultures, ...)
Teacher prompts: “What role do elders play in Mohawk society? What implications does this role have for the power dynamics within this society?” ...
D1.2 analyse the potential impact on cultural identity and on the relations between cultural groups of cultural stereotypes, labelling, and misrepresentations found in mainstream media and popular culture (e.g., ... stereotypes such as ... First Nation warriors; ...)

D1.3 analyse both the positive and negative aspects and effects of the interactions between minority and majority cultures in Canada and around the world (e.g., interactions between Aboriginal peoples and majority cultures in Canada; ...)

D2. Policies and Issues
D2.1 explain the impact of colonization on Aboriginal communities in Canada and other countries (e.g., the loss of culture, autonomy, land, and way of life; the impact on language and spirituality; the effects of the introduction of alcohol and new diseases; the different impact on women, men, and children)

D2.4 analyse major past and present policies, practices, and cultural issues at the community, provincial, and national levels in Canada (e.g., nativism; ... intermarriage and the status of First Nation women; ...)

Teacher prompts: … “What was the stated purpose behind residential schools for First Nation children?”

D2.5 compare the context of and approaches implicit in Canada’s policies on diversity and multiculturalism with the context, approaches, and policies of other nations (e.g., ... the Statement of the Government of Canada on Indian Policy [White Paper, 1969], ...)

Teacher prompts: … “How do policies with respect to Aboriginal people in Canada compare to other nations’ policies in relationship to their indigenous populations?”

FAMILY STUDIES

Exploring Family Studies, Grade 9 or 10, Open (HIF1O/2O)

B. Self and Others

B3. Family Lifestyles

B3.2 describe differences in lifestyle among families from diverse backgrounds (e.g., food choices; household division of labour; rules regarding children’s social life; gender roles; family celebrations and traditions; views on health and wellness; religious expression)

Teacher prompts: … “How might Aboriginal families living in urban locations and those living on reserves differ in their approach to family and community traditions?”

C. Daily Living Skills

C3. Practical Skills

C3.2 describe the elements of a healthy diet, and demonstrate the practical knowledge and skills required to prepare healthy meals and snacks (e.g., ... an understanding of the guidelines in Canada’s Food Guide, including the First Nations, Inuit, and Métis version ...)

Teacher prompts: ...
D. Exercising Responsibility

D2. Family Responsibilities
D2.3 describe ways in which diverse families (e.g., families from diverse backgrounds, nuclear versus extended families, upper-class versus working-class families) perform their fundamental functions

Teacher prompts: … “What impact has the Indian Act had on the ability of Aboriginal parents to perform their functions within the family (e.g., with respect to educating children, passing on religious and spiritual practices, maintaining Aboriginal languages)?”

FASHION AND HOUSING

Understanding Fashion, Grade 11, College Preparation (HNC3C)

B. Influences on Fashion

B1. Cultural Influences
B1.1 identify and describe garments and styles of personal adornment typical of various cultures (e.g., ... ribbon shirt, dance shawl, ...)
B1.3 describe ways in which current fashion trends reflect aspects of garments and adornment associated with various cultures (e.g., ... moccasins, ...)

Housing and Home Design, Grade 11, Open (HLS3O)

B. Housing Needs

B2. Homelessness and Inadequate Housing
B2.3 assess the laws and policies that protect the housing rights of individuals and families in Canada (e.g., the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, Residential Tenancies Act)

Teacher prompts: “In what ways has the reserve system limited the ability of First Nation people to adequately meet their housing needs?”

C. Social, Economic, and Legal Considerations

C1. The Impact of Social Factors
C1.1 analyse the impact of current social and demographic factors on housing (e.g., changing family structures, population fluctuations, economic conditions, government policies and services, technological advances, environmental issues, green space regulations)

Teacher prompts: … “What groups are particularly vulnerable to homelessness (e.g., Aboriginal people, ...)? Why?”
C2. Housing for Specialized Markets
C2.3 explain the specific roles of various agencies and programs that assist people to acquire and/or maintain housing (e.g., ... the First Nations Market Housing Fund; housing loan guarantees from the Department of Indian and Northern Affairs; ...)

The World of Fashion, Grade 12, University/College Preparation (HNB4M)

B. History and Influences

B1. Fashion History
B1.1 analyse the impact on the fashion industry of historical developments and social issues (e.g., economic conditions, class structure, gender roles, religious practices, environmental issues, trade and exploration, colonization, industrialization, natural disasters, labour practices in the garment industry, scientific discoveries and technological changes)

Teacher prompts: … “How did European demand for fur affect Aboriginal people’s relationship to the land and animals in colonial North America? What were the consequences for Aboriginal people living on the North American plains?”

FOOD AND NUTRITION

Food and Nutrition, Grade 9 or 10, Open (HFN1O/2O)

A. Research and Inquiry Skills

A1. Exploring
A1.3 formulate effective questions to guide their research and inquiry

Teacher prompt: “If you were researching Aboriginal recipes, what might be the advantage of investigating foods based on ingredients that are available in an urban setting (e.g., sweet potatoes) as well as foods based on ingredients that are more readily available in rural settings (e.g., venison)?”

Food and Culture, Grade 11, University/College Preparation (HFC3M)

A. Research and Inquiry Skills

A1. Exploring
A1.3 formulate effective questions to guide their research and inquiry

Teacher prompt: “If you were researching food served at harvest celebrations, why might it be advantageous to compare the celebrations of indigenous and non-indigenous groups? Which aspects of the food and celebrations would you compare?”
B. Culture, Foods, and Food Practices

B2. Food Guidelines
B2.2 compare key recommendations and foods represented in various versions of Canada’s Food Guide (e.g., First Nations, Inuit, and Métis version; ...)

Teacher prompt: “How does the First Nations, Inuit, and Métis version of Canada’s Food Guide reflect the rural traditions of these groups?”

Food and Culture, Grade 11, Workplace Preparation (HFC3E)

B. Culture, Foods, and Food Practices

B1. Food Choices
B1.2 identify specific foods that are served for special occasions in Canada and other countries (e.g., for national holidays, cultural and religious celebrations, weddings, harvest celebrations)

Teacher prompts: … “What are some cultures in which specific holidays are marked by obtaining special foods (e.g., by killing a whale?)”

B2. Food Guidelines
B2.2 compare recommendations in Canada’s Food Guide with those in the First Nations, Inuit, and Métis Food Guide

Teacher prompt: “How does the First Nations, Inuit, and Métis version of Canada’s Food Guide reflect the rural traditions that are an inherent part of First Nation, Inuit, and Métis cultures?”

Nutrition and Health, Grade 12, University Preparation (HFA4U)

B. Nutrition and Health

B4. Nutritional Status
B4.3 explain how various factors (e.g., genetics, deterioration of infrastructure, environmental governance, trade embargos, war, natural disasters) affect the nutritional status of specific population groups in Canada and around the world

Teacher prompts: “What factors have contributed to limited access to fresh water in such rural communities as … the Kashechewan First Nation?” … “In what ways has access to traditional foods been restricted for many Aboriginal people in Canada? What are some of the specific effects of this restriction on their nutritional status?”
**D. Local and Global Issues**

**D1. Food Security**

D1.2 explain how and why various social, cultural, and economic factors (e.g., gender, ethnicity, income, employment, religious or political affiliation) contribute to nutritional inequalities among people within the same community

*Teacher prompt:* … “Why does being an Aboriginal person in Canada increase one’s likelihood of experiencing inadequate nutrition?”

**Nutrition and Health, Grade 12, College Preparation (HFA4C)**

**B. Nutrition and Health**

**B4. Nutritional Status**

B4.3 identify factors that can contribute to the poor nutritional status of people in Canada and around the world (e.g., genetic propensity to nutrition-related diseases such as diabetes; decaying infrastructure; natural disasters)

*Teacher prompts:* … “Why do some First Nation communities in Canada have such limited access to safe drinking water? How does limited access to safe drinking water affect the nutritional status of some First Nation groups?”

**D. Local and Global Issues**

**D3. Food Production and the Environment**

D3.3 explain the effect of various environmental protection laws and regulations on food supply and production (e.g., policies related to forest preservation, fuel emission standards, pesticide use)

*Teacher prompt:* … “How do current fishing and hunting bans affect relationships between Aboriginal and non-Aboriginal people in Canada?”

**GENERAL FAMILY STUDIES**

**Dynamics of Human Relationships, Grade 11, Open (HHD3O)**

**B. Personal Growth and Development**

**B1. Personal Well-Being**

B1.1 identify and describe the various components of personal well-being (e.g., emotional well-being, satisfaction, vitality, resilience, self-esteem, autonomy, competence, engagement, a sense of meaning and purpose, feelings of trust and belonging)

*Teacher prompts:* … “The Cree concept of good health is ‘being alive well’. How does this concept of good health relate to personal well-being?”
C. Healthy Relationships

C3. Dynamics and Challenges That Affect Relationships
C3.1 identify the roles people have in various relationships (e.g., ... elder, ...)

D. Rights and Responsibilities

D1. Individual Rights and Responsibilities
D1.1 identify the rights of the individual in human interactions as outlined in a variety of laws and policies (e.g., ... the Indian Act, ...)

E. Interpersonal Skills

E1. Making Decisions
E1.4 identify and consult a variety of credible resources for information and assistance in making decisions (e.g., ... Native friendship centres, ...)

E3. Resolving Conflicts
E3.3 identify various approaches that may be used to effectively resolve conflicts (e.g., Aboriginal healing circles, ...)

Families in Canada, Grade 12, University Preparation (HHS4U)

C. The Impact of Norms, Roles, and Institutions

C2. The Effects on Intimate Relationships
C2.4 analyse differences among roles in intimate relationships in various social, historical, and ethnocultural contexts (e.g., ... in First Nation or Inuit cultures; ...)

C3. The Effects on Family and Parent-Child Relationships
C3.2 analyse the ways in which caregiving responsibilities are carried out (e.g., with reference to the sex of caregivers; whether caregiving is paid work; the extent to which children, grandparents, or other relatives are involved in providing care) in diverse families (e.g., working-class and upper-middle-class families, single-parent and extended families, grandparent-led families)

Teacher prompts: ... “What roles do elders play in providing care in families?” ...

C3.6 analyse the impact of social institutions (e.g., educational, religious, economic, and political institutions) on the socialization of family members

Teacher prompts: ... “How have government controls and interventions affected the lives of First Nation, Métis, and Inuit families?”
D. Trends, Issues, and Challenges

D3. Trends and Challenges in the Family and in Parent-Child Relationships
D3.3 assess the impact of current social trends, issues, and challenges relating to the functioning of families (e.g., with reference to ... climate change, ...)

Teacher prompts: … “How has climate change affected Inuit families?”

Families in Canada, Grade 12, College Preparation (HHS4C)

A. Research and Inquiry Skills

A1. Exploring
A1.1 explore a variety of topics related to families in Canada (e.g., ... the impact of the Indian Act on First Nation families) to identify topics for research and inquiry

C. The Impact of Norms, Roles, and Institutions

C2. The Effects on Intimate Relationships
C2.2 describe mate-selection, courtship, and marriage customs (e.g., arranged and free-choice marriages; use of matchmakers; civil, religious, and tribal marriage ceremonies; polygamy and monogamy) in various cultures, religions, and historical periods

Teacher prompt: “In what ways are marriage customs in contemporary Ojibwe communities similar to and different from Judeo-Christian marriage customs?”

C2.4 describe differences among roles in intimate relationships in various social, historical, and ethnocultural contexts (e.g., ... in First Nation or Inuit cultures; ...)

Human Development throughout the Lifespan, Grade 12, University/College Preparation (HHG4M)

E. Social-Emotional Development and Personality

E3. Factors Affecting Social-Emotional Development
E3.2 analyse the effects of socialization on the social-emotional functioning of individuals throughout the lifespan (e.g., with respect to individuals’ values, behaviour, and sense of social responsibility; their ability to adjust to change, balance work and leisure, engage and communicate with other people and maintain relationships; their response to peer pressure, discrimination; the relationship between poor socialization and defiance, delinquency, and disengagement)

Teacher prompts: “What have been some of the long-term effects of residential schools on the social-emotional functioning of First Nation children?” ...
RAISING AND CARING FOR CHILDREN

Working with Infants and Young Children, Grade 11, College Preparation (HPW3C)

E. Addressing Social Challenges

E3. Social and Cultural Variations
E3.2 identify and evaluate a variety of strategies and activities used in early learning programs to create bias-free environments that support diversity
Teacher prompts: ... “How would you respond if children in your program wanted to play ‘Cowboys and Indians’?”
E3.5 explain the role and function of various social agencies that early childhood educators can call on to provide support to families (e.g., ... Native friendship centres)

Raising Healthy Children, Grade 11, Open (HPC3O)

B. Child Growth and Development

B1. Pregnancy, Birth, and Postnatal Care
B1.2 identify appropriate prenatal and postnatal care and support programs and facilities that are available for parents in their community (e.g., ... Native friendship centres, ...)

D. Child Rearing Around the World

D1. Family Variations
D1.3 describe ways in which families transmit their cultural and religious heritage to children (e.g., through storytelling, visual arts, festivals, religious and other rituals) as well as the ways in which families may be constrained in their ability to transmit their culture and religion
Teacher prompts: ... “How did the residential school system constrain Aboriginal parents in their ability to pass on their language, culture, and religion to their children?”

E. Addressing Social Challenges

E3. Society’s Role in the Lives of Children and Families
E3.3 identify community social programs and agencies that provide support to children and families (e.g., ... Aboriginal Head Start programs, ...)

Teacher prompts: ...
Working With School-Age Children and Adolescents, Grade 12, College Preparation (HPD4C)

E. Addressing Social Challenges

E3. Social and Cultural Variations
E3.6 identify various organizations in the community that provide support to families
(e.g., ... Native friendship centres, ...)

GENERAL SOCIAL SCIENCES

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation (HSP3U)

A. Research and Inquiry Skills

A2. Investigating
A2.1 create appropriate research plans to investigate their selected topics (e.g., outline purpose and
method; identify sources of information; develop research tools such as surveys or
questionnaires), ensuring that their plans follow guidelines for ethical research

Teacher prompts: … “What is the Tri-council Policy Statement on Ethical Conduct for
Research Involving Humans? What does this policy statement say about doing research in
Aboriginal communities?”

B. Anthropology

B2. Explaining Human Behaviour and Culture
B2.1 explain, from an anthropological perspective, how various factors (e.g., physical
environment, globalization, pandemics) influence and shape human behaviour and culture
(e.g., technology, language, social structures, law, politics, religion and ritual, art)

Teacher prompts: … “What are some ways in which geographic location has influenced the
development of Inuit culture?”

D. Sociology

D3. Socialization
D3.1 explain how structural changes take place in social institutions (e.g., family; religious
institutions; legal, political, educational, and health systems; the military) in response to
diverse influences (e.g., demographic or economic change, introduction of the Canadian
Charter of Rights and Freedoms, social movements)

Teacher prompts: “How has awareness of Aboriginal sentencing circles influenced the
Canadian justice system?” …
Introduction to Anthropology, Psychology, and Sociology, Grade 11, College Preparation (HSP3C)

B. Anthropology

B2. Explaining Human Behaviour and Culture
B2.2 identify the effects that diffusion, assimilation, and multiculturalism have on culture

Teacher prompt: “What do you know about how the residential school system affected First Nation, Inuit, and Métis cultures and languages?”

Challenge and Change in Society, Grade 12, University Preparation (HSB4U)

A. Research and Inquiry Skills

A2. Investigating
A2.1 create appropriate research plans to investigate their selected topics (e.g., outline purpose and method; identify sources of information, develop research tools such as surveys or questionnaires), ensuring that their plans follow guidelines for ethical research

Teacher prompts: … “What is the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans? Why has the Tri-Council developed a separate policy on ethical standards for research with indigenous and vulnerable populations?”

B. Social Change

B2. Causes and Effects of Social Change
B2.1 describe ways in which influential Canadian leaders have contributed to social change (e.g., ... Phil Fontaine, Roberta Jamieson, ...)

C. Social Patterns and Trends

C1. Demographics
C1.1 describe population trends in Canada and around the world (e.g., rural-suburban-urban migration, the baby boom effect, differences between the demographic profiles of developed and developing nations)

Teacher prompts: … “What are some of the implications of the fact that Aboriginal people are one of the fastest-growing groups among urban populations in Canada?”

D. Global Social Challenges

D3. Exploitation
D3.2 explain ways in which some Canadian government policies have resulted in unfair or unjust exploitation of individuals and groups (e.g., policies establishing Aboriginal residential schools ...)

Teacher prompts: “What is the impact of the Indian Act on Aboriginal women?”
PHILOSOPHY

Philosophy: The Big Questions, Grade 11, University/College Preparation (HZB3M)

A. Research and Inquiry Skills

A1. Exploring
A1.1 explore a variety of topics related to philosophical questions and/or issues (e.g., ... Do people living in the present have a moral obligation to redress the wrongs done by their ancestors – for example, against Aboriginal peoples? ...) to identify topics for research and inquiry

D. The Relevance of Philosophy

D1. The Relevance to Everyday Life and Society
D1.2 explain the relevance of some of the big questions of philosophy to their community and the broader society (e.g., ... about equality and justice in policies regarding ... Aboriginal people; ...)

Philosophy: Questions and Theories, Grade 12, University (HZT4U)

D. Core Topics: Ethics

D2. Exploring Ethics
D2.1 explain, with reference to some classic and contemporary texts, different theories in ethics ... and the ethical implications underlying various religious texts (e.g., ... Anishinaabe Principles of Life and Seven Grandfather Teachings, ...)

WORLD RELIGIONS

World Religions and Belief Traditions: Perspectives Issues, and Challenges, Grade 11, University/College Preparation (HRT3M)

B. Approaches to the Study of the Sacred

B1. Why Study World Religions and Belief Traditions?
B1.1 identify diverse religions and belief traditions that are found in Canada (e.g., ... First Nation and Inuit ritual and spirituality, ...
C. Religious and Spiritual Impulse

C1. Functions of Human Belief Traditions
C1.4 analyse how experiences and practices associated with various belief systems may change over time, and suggest reasons for the changes

Teacher prompts: ... “How might the commercial image of tobacco affect the way it is perceived within and outside First Nation cultures?” ...

C2. The Search for Meaning
C2.2 identify and explain concepts associated with the journey of life and the quest for meaning in various religions and belief traditions (e.g.,... the Aboriginal sacred path)

Teacher prompts: ... “How does the First Nation concept of walking the sacred path incorporate ideas about physical, emotional, environmental, and spiritual healing?” ...

C2.4 explain how ideas about death and the afterlife in various religions and belief traditions (e.g., Chinvat; heaven, hell, and purgatory; nirvana; reincarnation) reflect conceptions of the spiritual journey in these traditions

Teacher prompts: ... “How do the burial practices of various First Nation communities express their understanding of the journey of life?” ...

D. Sacred Teachings and Practices

D1. Tenets, Practices, and Teachings
D1.1 explain the concept of the supernatural and the role of entities associated with it in various religions and belief traditions (e.g., angels, avatars, the creator, deities, demons, spirits, saints, souls)

Teacher prompts: ... “How did beliefs about the supernatural influence the decision of the Adivasi, the Aboriginal people of the Narmada River, to protest the construction of a dam?”

D1.2 identify and explain the central tenets of various religions and belief traditions (e.g.,... the Code of Handsome Lake)

D1.3 describe actions people perform to fulfil the expectations of their particular belief tradition (e.g., Aboriginal respect for and protection of the environment, ...)

Teacher prompts: ... “How have First Nation beliefs about the natural world inspired the spawn-on-kelp sustainable fishing industry?”

D1.4 explain how concepts of time, creation, and the afterlife are reflected in the teachings and practices of various religions and belief traditions (e.g., karma, samsara and nirvana, sin and salvation)

Teacher prompts: ... “How do the cultural practices and spiritual beliefs of various First Nations reflect their knowledge and understanding of cyclical processes in nature?”

D1.6 explain how differing interpretations of specific teachings have arisen within various faith communities (e.g., interpretations of: the relative importance of scripture and tradition; the role and place of human beings in the world; the relative importance of individual versus community values; ...)

Teacher prompts: ... “How is the emphasis on community responsibility over individual rights reflected in First Nation traditions?”
D2. The Sacred Writings and Oral Teachings
D2.1 identify significant sacred writings … and oral teachings (e.g., the Code of Handsome Lake, the Seven Grandfather Teachings, …) of various religions and belief traditions
D2.3 identify the central principles outlined in key oral teachings and passages of sacred writings in various religions and belief traditions (e.g., … Aboriginal creation stories)

D3. Prescribed Roles and Influential Figures
D3.2 identify and explain the purpose of specific roles associated with various religions and belief traditions (e.g., … elder, … senator in the Métis tradition, …)
D3.3 identify influential figures associated with various religions and belief traditions (e.g., … Handsome Lake), describe the contexts in which they emerged, and summarize their influence on the particular religion or belief tradition

E. Rites and Observance

E1. Daily Living as Sacred Reality
E1.3 explain the origins of the daily practices of various religions or belief traditions (e.g., … Prayer to the Four Directions)
Teacher prompts: … “How might geography or environment affect the rituals of Prayer to the Four Directions?”
E1.4 describe how major historical events and movements have shaped the daily practices of various religions and belief traditions (e.g., … the residential schools experience for First Nation and Métis people)

E2. Rites and Rituals
E2.2 explain the origin and significance of various belief-related rituals, symbols, and festivals (e.g., … the medicine wheel)
Teacher prompts: … “Why is the medicine wheel a common symbol used in contemporary First Nation art and culture?” …
E2.4 describe how major historical events and movements have shaped the rituals of various religions and belief traditions (e.g., … the Blackfoot sun dance, the potlatch)
Teacher prompts: “In what ways has contact with Europeans changed the potlatch ritual over the past two centuries?” …

F. Social and Cultural Contexts

F1. Cultural Contexts
F1.1 identify and explain the significance of signs and symbols associated with various religions and belief traditions (e.g., … the medicine wheel, …)
Teacher prompts: … “How do the colours in a medicine wheel embody the First Nation concept of the importance of the physical, spiritual, and natural worlds?” …
F1.3 analyse the ways in which various religions and belief traditions are reflected in specific works of art, architecture, music, literature, and dance; in styles of dress; and in cuisines (e.g. … the architecture of Douglas Cardinal)
Teacher prompts: … “How are Aboriginal attitudes towards the environment and geography reflected in the architecture of Douglas Cardinal?”
F1.4 explain why certain cultural forms have special significance within particular religions and belief traditions (e.g., Aboriginal drumming, ...)

*Teacher prompts:* “Why is drumming important in many Aboriginal communities?” ...

F3. Social Challenges
F3.1 explain why tensions and debates have arisen between various faith communities and society (e.g., ... Aboriginal women of Narmada)

*Teacher prompts:* “How did the beliefs of the women of Narmada influence their decision to stage a non-violent protest against the construction of the Narmada Valley dam?” ...

F3.2 explain how leaders from various religions and belief traditions have used religion to oppose prejudice and discrimination (e.g., ... Elijah Harper, ...)

F3.3 evaluate the influence of prejudice on public perceptions of the practices of various religious institutions and belief traditions (e.g., ... First Nations’ use of tobacco and sweetgrass)

*Teacher prompts:* “How might efforts to discourage tobacco consumption conflict with First Nation beliefs?”

F3.4 analyse how specific laws or historical events have affected relationships between the state and groups holding particular religious beliefs (e.g., ... residential schools legislation and First Nation communities in Canada)

*Teacher prompts:* “Why was the inclusion of smudging during the swearing in of Paul Martin’s cabinet a milestone in the relationship between the Canadian government and Canada’s Aboriginal people?” ...

F4. Religion, Civil Society, and Popular Culture
F4.2 analyse ways in which popular culture uses traditional symbols, ideas, and other elements associated with various religions and belief traditions (e.g., the use of dream catchers ... as decorative objects or fashion accessories, ...)

*Teacher prompts:* “Why might the use of a dream catcher as a decorative item offend First Nation people?” ...

World Religions and Belief Traditions in Daily Life, Grade 11, Open (HRF3O)

C. Community Within Sacred and Secular Contexts

C1. Historical Contexts
C1.1 identify and describe significant episodes from the history of various world religions and belief traditions

*Teacher prompts:* “Why is the founding of the Confederacy of Six Nations an important event in Haudenosaunee history?” “Why would the opening of the Woodlands Cultural Centre be a significant event for the Confederacy of Six Nations?” ...

C1.2 identify major figures from the history of various world religions and belief traditions, and explain their origins, roles, and contributions

*Teacher prompts:* “How have the Haudenosaunee been influenced by those born outside their nation, such as Peacemaker?” ...
C2. Community Beliefs and Practices
C2.2 describe various roles played by people in different belief traditions (e.g., senators in the Métis tradition; ...)
C2.4 describe difficulties that individuals may encounter in Canadian society when their religious observance includes particular practices in regard to dress, diet, or behaviour (e.g., ... offering tobacco)

C3. Belief Traditions and Popular Culture
C3.1 describe ways in which popular culture uses traditional symbols, ideas, and other elements associated with various world religions and belief traditions
Teacher prompts: ... “How does the commercialization of tobacco use in popular culture conflict with the sacred role of tobacco in First Nation traditions?” ...

D. Actions

D1. Festivals, Celebrations, and Commemorations
D1.2 identify and describe the observances and practices associated with the major festivals, commemorations, and celebrations of various world religions and belief traditions (e.g., ... dancing at powwows, ...)
Teacher prompts: ... “Why is drumming often a significant feature in the festivals of indigenous people in Canada and around the world?”
D1.3 describe the role and significance of fasts and feasts in various belief traditions
Teacher prompts: ... “How does the nalukataq – the spring whaling festival – express the significance of the whale to the Inuit community?”
D1.4 explain how practices and rituals employed in festivals and celebrations of various religions and belief traditions reflect the teachings of those traditions
Teacher prompts: ... “How does the redistribution of goods in a potlatch express the importance of community interdependence?”
D1.5 explain the origins of symbols associated with specific religious festivals, celebrations, and commemorations (e.g., ... sweetgrass)

D2. Rites of Passage
D2.1 identify and explain the purpose of key rites of passage in various world religions and belief traditions (e.g., rituals associated with death, marriage, naming a child)
Teacher prompts: “Why is the naming ceremony such a significant aspect of First Nation … traditions?” ...
D2.3 demonstrate an understanding of symbols, art, and literature associated with rites of passage in various religions and belief traditions
Teacher prompts: ... “How do the symbols woven into the dream catcher for newborn Ojibwe babies convey the values of the community?”

D3. Daily Observances
D3.2 describe the role and significance of daily observances in different world religions and belief traditions (e.g., ... sunrise ceremony, ...)
Teacher prompts: ... “How might the observation of the sunrise ceremony affect and reflect an individual’s attitude towards the natural world?”
E. Sacred Stories and Writings

E1. Role of Sacred Writings, Oral Teachings, and Stories
E1.3 describe various sacred writings and oral teachings, providing specific examples from various world religions and belief traditions (e.g., the Great Law of Peace of the Longhouse People, ...)

Teacher prompts: ... “Why is the Hainenwtha Belt (wampum belt) categorized by some as both a form of sacred writing and an oral teaching?”

E1.4 explain the intended message of specific passages from sacred writings or oral teachings from various religions and belief traditions (e.g., the Seven Grandfather Teachings)

Teacher prompts: “How would your life change if you were to try to live according to the Seven Grandfather Teachings?” ...

E2. Influence of Sacred Writings, Oral Teachings, and Stories
E2.1 explain the influence of sacred writings and oral teachings in the origin and development of various world religions and/or belief traditions (e.g., the Code of Handsome Lake, ...)

Teacher prompts: “What do we know about the circumstances that influenced the development of the Code of Handsome Lake?” ...

E2.2 identify key precepts (e.g., the Golden Rule) derived from the sacred writings and oral teachings of various world religions and belief traditions and describe any commonalities

Teacher prompt: “What similarities do you see between the Code of Handsome Lake and the Golden Rule?”

E2.3 explain the connections between the sacred stories and writings of various world religions and belief traditions and their festivals, celebrations, rites of passage, and daily observances (e.g., ... the Haudenosaunee creation story and the Green Corn Festival)

E2.4 explain the relationships between sacred stories and various symbols and works of art, music, or literature

Teacher prompts: “Why might Bill Reid have chosen each of the figures that were included in the sculpture Spirit of Haida Gwaii?” ...

F. Dimensions of the Sacred

F1. Sacred Time
F1.1 describe ways in which common celebrations and commemorations associated with various religions and/or belief traditions are linked to concepts of time

Teacher prompts: ... “Based on what you know about the potlatch celebration, why would it make more sense to celebrate a potlatch during the winter months rather than the summer months?”

F2. Sacred Place
F2.1 describe the main features of the places of worship of various religions or belief traditions

Teacher prompts: ... “How does the construction of a sweat lodge reflect the understandings and beliefs of First Nation people about the natural world?” ...

First Nations, Métis, and Inuit Connections, Grades 9–12: Scope and Sequence of Expectations, 2014
**F2.2** explain ways in which attitudes and actions of believers are shaped by convictions about the significance of place (e.g., places such as Turtle Island for the Haudenosaunee people, ...)

*Teacher prompts:* … “How are Aboriginal people’s attitudes towards the environment and the earth a reflection of their larger belief tradition?” …

**F2.3** identify the relationship between place and common celebrations and commemorations (e.g., cenotaphs on Remembrance Day)

*Teacher prompts:* … “Why were the Stoney Point Ojibwe protesting at Ipperwash Provincial Park in 1995?”

**F2.4** identify various sacred places that are destinations for pilgrims (e.g., Jerusalem, Mecca, Varanasi) and explain the difference between a pilgrimage (e.g., the hajj) and other types of spiritual journey (e.g., the vision quest)

*Teacher prompts:* … “Why is there no specific place that a First Nation male must visit during his vision quest?”
First Nations, Métis, and Inuit connections can be made in some of the expectations in the technological education curriculum, especially those relating to technology and society. In addressing these expectations, students explore the impact of various technologies on Aboriginal peoples and the response of Aboriginal communities to the challenges and opportunities these technologies present.

In many of the Health Care and the Hospitality and Tourism courses, comparisons between different versions of Canada’s Food Guides, including the guide for First Nations, Métis, and Inuit (Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis), give students a better understanding of the nutritional value of food from different cultures as well as cultural differences in food choices.

Some subjects and courses within technological education may not lend themselves to the exploration of First Nations, Métis, and Inuit connections. Below are listed only the subjects and courses that offer clear opportunities for such connections.

Construction Technology, Grade 10, Open (TCJ2O)

D. Technology, the Environment, and Society

D2. Technology and Society
D2.1 identify the economic and social effects of the construction industry on society (e.g., ... effects of logging on traditional hunting by Aboriginal communities)

Hairstyling and Aesthetics, Grade 10, Open (TXJ2O)

A. Hairstyling and Aesthetics Fundamentals

A3. Lifestyle, Attitudes, and Behaviour
A3.1 explain how personal well-being and professional success are enhanced by a healthy lifestyle (e.g., ... a holistic approach to well-being as found in Aboriginal cultures)

B. Hairstyling and Aesthetics Skills

B2. Using Knowledge of Design
B2.3 use design knowledge and skills creatively in a variety of hairstyling and aesthetics marketing contexts (e.g., ... use of Aboriginal designs to market to the Aboriginal community)
C. Industry Practices, the Environment, and Society

C2. Industry Practices and Society
C2.1 describe some key social issues that are of concern to the hairstyling and aesthetics industry (e.g., ... cultural protocols, such as the Anishinaabe practice of collecting cut hair to dispose of in a culturally acceptable way)

Health Care, Grade 10, Open (TPJ2O)

A. Health Care Fundamentals

A1. Health Care Services
A1.1 describe the roles and responsibilities of various health care providers (e.g., ... Aboriginal traditional healers) and facilities ... in their community
A1.3 describe the health services available in their community (e.g., ... Aboriginal healing centres)

A2. Personal Health
A2.6 identify and describe mental health disorders that may affect adolescents (e.g., ... disorders that are common in certain cultures)

A3. Conventional and Complementary Therapies
A3.1 compare conventional and complementary approaches to health care in terms of the therapeutic approaches used ... pharmaceutical medications versus herbal/natural remedies) and the types of practitioners offering the services (e.g., physicians versus ... Aboriginal healers)

A4. Child and Adolescent Abuse
A4.3 describe, on the basis of research, services and/or programs that are available in the local community to help children and adolescents deal with abuse and its consequences (e.g., ... Aboriginal Head Start)

B. Health Care Skills

B3. Nutrition and Meal Planning Using Canada’s Food Guide
B3.1 identify the major topics covered by Canada’s Food Guide (e.g., food groupings, food guide servings, nutritional labelling information), and describe the information that can be obtained from the guide and related resources (e.g., Eating Well with Canada’s Food Guide; Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis; ...
Hospitality and Tourism, Grade 10, Open (TFJ2O)

A. *Hospitality and Tourism Fundamentals*

A1. Services and Products of the Tourism Industry
A1.6 identify province-wide tourist activities and attractions in Ontario (e.g., ... Aboriginal powwows)

A3. Common Ingredients in Food Preparation
A3.2 identify the origin or source of various food ingredients (e.g., geographical origin or source, type of plant or animal from which they come, raw materials used in their manufacture) and describe their use in the cuisine of various cultures (e.g., Aboriginal use of wild rice)

B. *Hospitality and Tourism Skills*

B2. Culinary Techniques and Serving Methods
B2.6 create simple meals from various culinary traditions (e.g., ... Aboriginal, ...), with appropriate functional garnishes (e.g., ... berries on wild rice)

C. *Industry Practices, the Environment, and Society*

C1. Industry Practices and the Environment
C1.1 describe ways in which various aspects of the tourism industry affect the environment (e.g., ... Aboriginal lands and traditions may be affected by ecotourism; ...)

Manufacturing Technology, Grade 10, Open (TMJ2O)

C. *Technology, the Environment, and Society*

C2. Technology and Society
C2.1 describe the past and present effects of manufacturing on society (e.g., ... effect of resource extraction on Aboriginal communities, ...), and predict how manufacturing will affect society in the future

Technological Design, Grade 10, Open (TDJ2O)

B. *Technological Design Skills*

B1. Research, Planning, and Organization
B1.1 gather and use pertinent information (e.g., on existing products, available materials, and other resources) for a variety of design challenges (e.g., ... birchbark canoe, tikinagan, ...)

110 First Nations, Métis, and Inuit Connections, Grades 9–12: Scope and Sequence of Expectations, 2014
**COMMUNICATIONS TECHNOLOGY, GRADES 11 AND 12**

Communications Technology, Grade 11, University/College Preparation (TGJ3M)

C. Technology, the Environment, and Society

C2. Technology and Society
C2.2 describe the effects of current trends in communications technology (e.g., interactivity, on-demand programming, user-generated content, specialty channels such as the Aboriginal Peoples’ Television Network) on society and different cultures within society

Communications Technology: Broadcast and Print Production, Grade 11, Open (TGJ3O)

C. Technology, the Environment, and Society

C2. Technology and Society
C2.3 identify recent innovations in audio, video, broadcast journalism, graphic arts, and printing technologies (e.g., increasing affordability and ease of use of high-quality equipment; development of software for performing complex tasks) and describe their social and economic effects (e.g., ... new opportunities for Aboriginal... groups to promote their culture and points of view; ...)

**CONSTRUCTION TECHNOLOGY, GRADES 11 AND 12**

Construction Engineering Technology, Grade 11, College Preparation (TCJ3C)

A. Construction Technology Fundamentals

A4. Design Considerations
A4.2 identify a variety of building types (e.g., residential, institutional), architectural styles (e.g., ... Aboriginal), and construction engineering features (e.g., post and beam, keystone, steel supporting column)

D. Technology, the Environment, and Society

D2. Technology and Society
D2.1 describe the economic and social effects of the construction industry (e.g., ... encroachment on Aboriginal lands)
Construction Technology, Grade 11, Workplace Preparation (TCJ3E)

D. Technology, the Environment, and Society

D2. Technology and Society
D2.3 identify the economic and social effects of the construction industry on a community or region (e.g., direct and indirect effects on ... Aboriginal land claims and traditional hunting)

Custom Woodworking, Grade 11, Workplace Preparation (TWJ3E)

D. Technology, the Environment, and Society

D2. Technology and Society
D2.2 describe the economic and cultural effects of the custom woodworking industry (e.g., ... opportunity to preserve and/or apply traditional designs) on a specific community or population (e.g., Aboriginal)

Construction Engineering Technology, Grade 12, College Preparation (TCJ4C)

A. Construction Technology Fundamentals

A4. Design Considerations
A4.5 compare various building types (e.g. residential, light commercial), architectural styles (e.g., ... Aboriginal), and their engineering features (e.g., engineered floor joists, exposed roof trusses, steel beams, fire barriers)

D. Technology, the Environment, and Society

D2. Technology and Society
D2.1 research and assess the economic and social effects of the construction industry (e.g., ... encroachment on Aboriginal lands)

Construction Technology, Grade 12, Workplace Preparation (TCJ4E)

D. Technology, the Environment, and Society

D2. Technology and Society
D2.3 assess the societal and cultural impact of construction-related emerging technologies from various perspectives (e.g., Aboriginal, ...
Custom Woodworking, Grade 12, Workplace Preparation (TWJ4E)

D. Technology, the Environment, and Society

D2. Technology and Society
D2.1 assess economic and societal issues related to the custom woodworking industry (e.g., ... logging near Aboriginal communities, ...)

GREEN INDUSTRIES, GRADES 11 AND 12

Green Industries, Grade 11, University/College Preparation (THJ3M)

C. Technology, the Environment, and Society

C2. Technology and Society
C2.1 analyse societal issues relating to the green industries, and identify ways of resolving them, taking a variety of perspectives into account (e.g., effects on Aboriginal hunting and harvesting territories, ...)

Green Industries, Grade 11, Workplace Preparation (THJ3E)

C. Technology, the Environment, and Society

C2. Technology and Society
C2.2 describe societal issues relating to the green industries, and identify ways of resolving them (e.g., effects on Aboriginal hunting and harvesting territories, ...)

Green Industries, Grade 12, University/College Preparation (THJ4M)

C. Technology, the Environment, and Society

C2. Technology and Society
C2.1 analyse ways in which the green industries are affected by the social, economic, and cultural characteristics of the communities in which they operate (e.g., relations with Aboriginal communities, ...)

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Green Industries, Grade 12, Workplace Preparation (THJ4E)

C. Technology, the Environment, and Society

C2. Technology and Society
C2.1 describe ways in which the green industries are affected by the social, economic, and cultural characteristics of the communities in which they operate (e.g., relations with Aboriginal communities, ...)

HAIRSTYLING AND AESTHETICS, GRADES 11 AND 12

Hairstyling and Aesthetics, Grade 11, Workplace Preparation (TXJ3E)

A. Hairstyling Aesthetics Fundamentals

A3.2 use a variety of teamwork and interpersonal skills to communicate and interact successfully with clients and co-workers (e.g., understand and accommodate cultural differences in body language and communication style – for instance, many First Nations people show respect by not looking into the eyes of the person they are speaking to)

C. Industry Practices, the Environment, and Society

C2. Industry Practices and Society
C2.2 describe how the hairstyling and aesthetics industry responds to various social issues and concerns (e.g., ... cultural protocols, such as the Anishinaabe practice of collecting cut hair to dispose of in a culturally acceptable way)

Hairstyling and Aesthetics, Grade 12, Workplace Preparation (TXJ4E)

B. Hairstyling and Aesthetics Skills

B4. Maintaining a Safe and Healthy Work Environment
B4.5 explain why regular exercise and good nutrition (e.g., as outlined in Eating Well with Canada’s Food Guide [2007], as well as Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis, ...) are important for maintaining healthy hair, skin, and nails and personal wellness
HEALTH CARE, GRADES 11 AND 12

Health Care, Grade 11, University/College Preparation (TPJ3M)

A. Health Care Fundamentals

A4. Lifestyle Choices
A4.1 identify and describe lifestyle choices that can improve a person’s health and well-being (e.g., ... using an Aboriginal medicine wheel as a health framework)
A4.2 assess a simulated client’s dietary strengths and weaknesses and make appropriate food and nutrition suggestions, using appropriate resources (e.g., Eating Well with Canada’s Food Guide [2007]; Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis; ...)

Health Care, Grade 11, College Preparation (TPJ3C)

A. Health Care Fundamentals

A4. Lifestyle Choices
A4.1 identify lifestyle choices that can improve a person’s health and well-being (e.g., ... using an Aboriginal medicine wheel as a health framework)
A4.2 assess a simulated client’s dietary strengths and weaknesses and make appropriate food and nutrition suggestions, using appropriate sources (e.g., Eating Well with Canada’s Food Guide [2007]; Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis; ...)

A5. Disease Prevention and Treatment
A5.2 research and describe complementary methods of preventing and treating disease (e.g., ... First Nations ritual of smudging to purify and cleanse the body, ...)

Child Development and Gerontology, Grade 12, College Preparation (TOJ4C)

A. Child Development and Gerontology Fundamentals

A4. Community Health and Social Services
A4.1 describe, on the basis of research, various community and public health programs and services that focus on the physical, psychological, cognitive, spiritual, and/or social well-being of children and older adults (e.g., ... Aboriginal Head Start programs, ... Aboriginal elder programs, ...)
B. Child Development and Gerontology Skills

B1. Meeting Nutritional Needs
B1.2 design an appropriate meal plan for a child and an older adult, using relevant resources (e.g., Eating Well with Canada’s Food Guide [2007], Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis; ...)

Health Care: Support Service, Grade 12, Workplace Preparation (TPJ4E)

A. Health Care Fundamentals

A5. Disease Prevention and Treatment
A5.1 compare conventional and complementary approaches to health care in terms of the therapeutic approaches used (e.g., pharmaceutical medications versus herbal/natural remedies) and the types of practitioners offering the services (e.g., physicians versus ... Aboriginal healers)

HOSPITALITY AND TOURISM, GRADES 11 AND 12

Hospitality and Tourism, Grade 11, College Preparation (TFJ3C)

A. Hospitality and Tourism Fundamentals

A2. Health and Wellness
A2.1 assess the basic nutritional values (e.g., in terms of carbohydrates, proteins, fats, vitamins, minerals) of a variety of food products, using appropriate resources (e.g., Eating Well with Canada’s Food Guide [2007]; Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis; ...)

A3. Culinary Knowledge
A3.5 identify key characteristics that define a particular cuisine (e.g., ... Aboriginal, ...)

Hospitality and Tourism, Grade 11, Workplace Preparation (TFJ3E)

A. Hospitality and Tourism Fundamentals

A2. Characteristics of Foods
A2.1 assess the basic nutritional values (e.g., in terms of carbohydrates, proteins, fats, vitamins, minerals) of a variety of food products, using appropriate resources (e.g., Eating Well with Canada’s Food Guide [2007]; Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis)
Hospitality and Tourism, Grade 12, College Preparation (TFJ4C)

A. **Hospitality and Tourism Fundamentals**

A3. **Culinary Knowledge**

A3.2 explain how to incorporate nutritional principles in menu planning *(e.g., follow recommendations in Canada’s Food Guide and accompanying resources [Eating Well with Canada’s Food Guide (2007); Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis; ...])*

Hospitality and Tourism, Grade 12, Workplace Preparation (TFJ4E)

A. **Hospitality and Tourism Fundamentals**

A2. **Planning Nutritious Meals**

A2.1 describe the essential principles of nutrition as referenced in Canada’s Food Guide and accompanying resources *(e.g., Eating Well with Canada’s Food Guide [2007]; Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis; ...)*

A2.2 identify various food products and cuisines from around the world and assess the nutritional value of various popular dishes using appropriate resources *(e.g., Eating Well with Canada’s Food Guide [2007]; Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis; ...)*

B. **Hospitality and Tourism Skills**

B2. **Food Preparation and Presentation**

B2.5 prepare a variety of international recipes in accordance with the culinary traditions of various cultures *(e.g., Aboriginal, ...)*

**MANUFACTURING TECHNOLOGY, GRADES 11 AND 12**

Manufacturing Engineering Technology, Grade 11, University/College Preparation (TMJ3M)

C. **Technology, the Environment, and Society**

C1. **Technology and the Environment**

C1.1 analyse the effects that various manufacturing activities have on the environment *(e.g., ... effects on Aboriginal hunting and gathering grounds)*
C2. Technology and Society
C2.1 describe the social and economic consequences that a manufacturing activity can have or has had on individuals and society, including Aboriginal communities
C2.2 explain how the manufacturing industry affects the local and provincial economy (e.g., with respect to ... impact on First Nation communities)

Manufacturing Technology, Grade 11, College Preparation (TMJ3C)

C. Technology, the Environment, and Society

C2. Technology and Society
C2.1 explain how the manufacturing industry affects the local and provincial economy (e.g., with respect to ... impact on First Nation communities)