

The Omushkego Language and Culture Curriculum
Grade 4 to Grade 8



Omushkego Culture



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Preface

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

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

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

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

The Omushkego Language and Culture Curriculum, Grade 4 to Grade 8: Omushkego Culture is one attempt to develop a Omushkego culture program by and for the Omushkego communities along the James Bay coast.

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

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

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Aim and Goals of the Language and Culture Curriculum

Aim: *The Omushkego Language and Culture Curriculum, Grade 4 to Grade 8: Omushkego Culture* attempts to help students (a) acquire fluency in the Omushkego language through interactions with their peers, teachers, community members, and elders, and (b) develop cultural competence in traditional Omushkego practices and life skills in relation to their communities and to the land.

Goals: Furthermore, *The Omushkego Language and Culture Curriculum, Grade 4 to Grade 8: Omushkego Culture* will allow students to:

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

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

Language and Culture Curriculum Rationale

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

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

In addition, the Omushkego culture curriculum includes values as an integral part of the curriculum because values were an important part of Omushkego life in the past. Values are the general and relatively stable beliefs that help people understand themselves and others. Furthermore, values help individuals adapt to the world and their place in it. Values are produced from personal experiences and through cultural transmission. Consequently, values define who people are and explain why people choose to act in certain ways. To develop values, students need opportunities to engage in activities in appropriate social and cultural contexts. Values continue to be important to the Omushkego people of the Omushkego communities today.

Framework

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

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

Omushkego Moons

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

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

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

melted, canoes became the primary mode of transportation on rivers and along lakes and bays. Omushkego men and women helped each other making canoes. One canoe carried a family and all of its possessions to their communities or summer fishing camps. The blooming of the earth was time to clean up, store winter tools and equipment, and begin preparations for summer.

Summer

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

Fall

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

Freezing Up

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

Omushkego Culture Curriculum Expectations

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

Two sets of expectations are listed for each grade in each strand, or broad area of the curriculum ... and for each topic ... :

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

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

—from *The Ontario Curriculum Social Studies (Grades 1 to 6) History and Geography (Grades 7 and 8)*, 2004, p. 7

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

Summer

Music and Dance (the arts)

- demonstrate an understanding of the basic elements of music specified for this age group through listening to, performing, and creating music (**summer**)
- perform music, using a variety of sound sources (**summer**)
- identify and perform music from various cultural and historical periods (**summer**)
- demonstrate understanding of some of the principles involved in the structure of works in dance (**summer**)

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

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

Spirituality (religion)

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

Omushkegowuk Aboriginal Days Celebrations (social values)

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

Living Well (health and physical education)

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

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

Traditional Storytelling (language arts)

- listen to traditional legends and stories (**spring, summer, winter**)

Freezing Up

Hide and Line Preparation (science & technology)

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

Craft Technology (the arts)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of line, traditional implements, tools, and equipment safely (**spring, blooming of the earth, summer, fall, freezing up**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Winter

Fishing (science & technology)

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

Trapping and Snaring (science & technology)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of fish, rabbits, grouse, and ptarmigan (**spring, blooming of the earth, summer, fall, freezing up**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Traditional Storytelling (language arts)

- listen to traditional legends and stories (**spring, summer, winter**)

Grade 4: ᓇᓂᓂᓂ Spring (March–April)

Overall Expectations

By the end of Grade 4, students will:

Waterfowl Hunting (science & technology)

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

Small Game Hunting (science & technology)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling geese, ducks, rabbits, grouse, and ptarmigan,
- engage in physical activities,
- follow Omushkego culture and language practices,

Traditional Storytelling (language arts)

- listen to traditional legends and stories.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 4, students will:

Waterfowl Hunting (science & technology)

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

Small Game Hunting (science & technology)

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

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,

Traditional Storytelling (language arts)

- recognize cautionary tales about dangers in the environment,
- recognize and enjoy stories told for entertainment,
- identify various forms of tales and stories and describe their main characteristics,
- identify the main idea in tales or stories.

Developing Omushkego cultural skills

By the end of Grade 4, students will:

Waterfowl Hunting (science & technology)

- make grass blinds and wooden goose decoys,
- lay out decoys,
- maintain blinds,
- take down blinds,
- handle guns safely,

Small Game Hunting (science & technology)

–successfully shoot rabbits, grouse, and ptarmigan,

Living Well (health and physical education)

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

–handle ducks and Canada geese safely,

–participate vigorously in all aspects of the program,

–apply decision-making and problem solving skills in addressing personal safety,

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

–practice cultural ways or protocols for showing respect to the land,

–demonstrate respectful behaviour towards others in the group,

–behave in culturally appropriate ways when learning from culture,

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

Traditional Storytelling (language arts)

–use their knowledge of the organization and characteristics of different forms of tales and stories to understand content,

–show respectful appreciation during a storytelling presentation.

Developing Omushkego cultural skills

By the end of Grade 4, students will:

Fishing (science & technology)

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

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

Living Well (health and physical education)

- handle major meat foods properly, e.g., fish,
- develop competence living off the land.

Communicating required knowledge

By the end of Grade 4, students will:

Land Use Ethics (geography)

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

Laws and Governance (history)

- formulate questions to facilitate research on specific topics, e.g., the structure and components of Omushkegowuk government and Omushkegowuk rights,
- use a variety of primary and secondary sources to locate relevant cultural information about the structure and components of Omushkegowuk government and Omushkegowuk rights,
- analyse, synthesize, and evaluate information,
- describe and analyse conflicting points of view about Omushkegowuk government and

Grade 4: ᓂᐱᓐ Summer (July–August)

Overall Expectations

Music and Dance (the arts)

- demonstrate an understanding of the basic elements of music specified for this age group through listening to, performing, and creating music,
- perform music, using a variety of sound sources,
- identify and perform music from various cultural and historical periods,
- demonstrate understanding of some of the principles involved in the structure of works in dance,

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

- analyze the changing roles and responsibilities of family members,

Spirituality (religion)

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

Omushkegowuk Aboriginal Days Celebrations (social values)

- participate in Omushkegowuk Aboriginal Days celebrations,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- engage in physical activities,
- follow Omushkego culture and language practices,

Traditional Storytelling (language arts)

- listen to traditional legends and stories.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 4, students will:

Music and Dance (the arts)

- identify the form verse-chorus in familiar songs,
- identify and describe examples of movement found in their environment, and explain their use in creative movement,
- describe aspects of dance from a variety of cultures,

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

- explain the importance of individuals or families to the community/nation,
- describe daily aspects of life for men, women, and children in the present,
- outline important ways in which Omushkego families have changed over time,

–listen to words of guidance.

Communicating required knowledge

By the end of Grade 4, students will:

Music and Dance (the arts)

–communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media,

–demonstrate an understanding of correct breathing technique and posture when singing,

–sing in tune songs from a variety of times and places,

–demonstrate the ability to maintain concentration in dance activities,

Family Kinship Structures (social studies)

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

–use primary and secondary sources to locate information about Omushkego people and the daily aspects of life for men, women, and children in the present,

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

–use media works, oral presentations, written notes and descriptions, and drawings to communicate information about life in Omushkego society,

Spirituality (religion)

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

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

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

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

–use appropriate vocabulary to describe their inquiries and observations,

Fun and Games (health and physical education)

Omushkegowuk Aboriginal Days Celebrations (social values)

Living Well (health and physical education)

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

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

Traditional Storytelling (language arts)

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

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 4, students will:

Music and Dance (the arts)

–practice traditional songs or religious songs,

–practice short traditional dances,

–identify their own feelings and reactions to traditional dances,

Grade 4: C•bP³ Fall (September–October)

Overall Expectations

Cycle of Life (science & technology)

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

Plants (science & technology)

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

Plant Gathering (science & technology)

- show methods of collecting plants,

Waterfowl Hunting (science & technology)

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

Traditional Cooking (health and physical education and mathematics)

- cook different varieties of bannock,
- demonstrate an understanding of and ability to apply appropriate metric prefixes in measurement and estimation activities,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling ducks and geese,
- display practices of handling and preparation of bannock,
- engage in physical activities,
- follow Omushkego culture and language practices.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 4, students will:

Cycle of Life (science & technology)

–recognize that animals and plants live in specific habitats because they are dependent on these habitats and have adapted to them,

–describe the effects of wind, water, and ice on the landscape and identify natural phenomena that cause rapid and significant seasonal changes in the landscape,

–describe contemporary cultural practices and products of a nation connected to the land and sea which give the nation its own identity,

Plants (science & technology)

–identify through observation, various factors that affect plants in a specific habitat,

–recognize that plants live in specific habitats because they are dependent on those habitats and have adapted to them ,

–classify plants they have observed in local habitats according to similarities and differences,

–describe contemporary cultural practices and products of a nation connected to the land and sea

- make bannock with raisins,
note: traditional cooking used estimated measurements, e.g., pinch, handful,
- Living Well** (health and physical education)
- pluck Snow goose,
- handle major meat foods properly, e.g., Snow geese and ducks,
- develop competence living off the land.

Communicating required knowledge

By the end of Grade 4, students will:

Cycle of Life (science & technology)

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

Plants (science & technology)

- formulate questions about and identify the needs of plants in a particular habitat, and explore possible answers to these questions and ways of meeting these needs,
- plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions,
- use appropriate vocabulary, including correct science and technology and Omushkego terminology in describing their investigations, explorations, and observations,
- compile data gathered through investigation in order to record and present results, using tally charts, tables, and labelled graphs produced by hand or with a computer,
- communicate the procedures and results of investigations for specific purposes and specific audiences, using media works, oral presentations, written notes and descriptions, drawings, and charts,

Plant Gathering (science & technology)

Waterfowl Hunting (science & technology)

Traditional Cooking (health and physical education and mathematics)

Living Well (health and physical education)

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

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 4, students will:

Cycle of Life (science & technology)

- describe ways in which humans are dependent on plants and animals,
- describe ways in which humans can affect the natural world,
- describe ways in which the natural world can affect humans,

Grade 4: ᓂᓱᓂᓱ Freezing Up (November–December)

Overall Expectations

Hide and Line Preparation (science & technology)

- produce line from plants,

Craft Technology (the arts)

- manufacture traditional implements and tools,

Living Well (health and physical education)

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

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 4, students will:

Hide and Line Preparation (science & technology)

- describe the tools and techniques used in line preparation,

Craft Technology (the arts)

- identify the tools and techniques used in craft technology,

Living Well (health and physical education)

- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults.

Developing Omushkego cultural skills

By the end of Grade 4, students will:

Hide and Line Preparation (science & technology)

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

Craft Technology (the arts)

traditional implements

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

Grade 4: $\wedge > ^3$ Winter (January–February)

Overall Expectations

Fishing (science & technology)

- use techniques of angling and netting fish,

Trapping and Snaring (science & technology)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of fish, mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear,
- follow Omushkego culture and language practices,

Traditional Storytelling (language arts)

- listen to traditional legends and stories.

Specific Expectations

Understanding Omushkego cultural concepts and values

By the end of Grade 4, students will:

Fishing (science & technology)

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

Trapping and Snaring (science & technology)

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

Living Well (health and physical education)

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

- participate in group work,

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

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

Traditional Storytelling (language arts)

- recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features,

- recognize popular stories about personal experiences and reminiscences, local history accounts, and real events,

- identify various forms of legends and stories and describe their main characteristics,

- identify the main idea in legends or stories.

Developing Omushkego cultural skills

By the end of Grade 4, students will:

Fishing (science & technology)

- net pike,

- jig pike with hook and line,

- net ling cod/loche/mariah,

Applying Omushkego cultural concepts, skills, and values

By the end of Grade 4, students will:

Fishing (science & technology)

–successfully catch fish,

Trapping and Snaring (science & technology)

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

Living Well (health and physical education)

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

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

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

–participate vigorously in all aspects of the program,

–apply decision-making and problem solving skills in addressing personal safety,

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

–practice cultural ways or protocols for showing respect to the land,

–demonstrate respectful behaviour towards others in the group,

–behave in culturally appropriate ways when learning from culture,

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

Traditional Storytelling (language arts)

–use their knowledge of the organization and characteristics of different forms of legends and stories to understand content,

–show respectful appreciation during a storytelling presentation.

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

Traditional Storytelling (language arts)

- listen to traditional legends and stories (**spring, summer, winter**)

Blooming of the Earth

Fish (science & technology)

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

Land Use Ethics (geography)

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

Laws and Governance (history)

- explain laws in Ontario as they relate to the Omushkego people (**blooming of the earth**)

Fishing (science & technology)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of fish (**spring, blooming of the earth, summer, fall, freezing up**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Summer

Music and Dance (the arts)

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

Plant Gathering (science & technology)

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

Waterfowl Hunting (science & technology)

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

Traditional Cooking (health and physical education and mathematics)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of plants, ducks, geese, plovers, and yellowlegs (**spring, blooming of the earth, summer, fall, freezing up**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

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

- clean, stretch, and prepare various fur bearers (**freezing up**)
- prepare moose hide (**freezing up**)
- make moose and caribou rawhide (**freezing up**)
- make sinew line from moose or caribou tendons (**freezing up**)
- produce line from plants for various purposes (summer, **freezing up**, fall)

Clothing Preparation (the arts)

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

Craft Technology (the arts)

- identify and collect games and toy making materials and tools (**freezing up**)
- manufacture traditional games and toys (**freezing up**)
- identify and collect traditional implements (**freezing up**)
- maintain and repair traditional implements (**freezing up**)

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and craft tools

Grade 5: ᓂ•ᑲᑦ Spring (March–April)

Overall Expectations

By the end of Grade 5, students will:

Names and Importance of Particular Places (geography and mathematics)

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

Origins (history)

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

Waterfowl Hunting (science & technology)

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

Small Game Hunting (science & technology)

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

Living Well (health and physical education)

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

- engage in physical activities,

- follow Omushkego culture and language practices,

Traditional Storytelling (language arts)

- listen to traditional legends and stories.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 5, students will:

Names and Importance of Particular Places (geography and mathematics)

- explain the concept of a region,
- identify the physical regions of the Omushkegowuk territory and Northern Ontario and describe their characteristics,

- call geese and ducks,
- read geese and duck movements and signs,
- build Canada goose blind,
- call and shoot Canada goose,
- call and shoot various ducks,
- handle guns safely,

Small Game Hunting (science & technology)

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

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

Living Well (health and physical education)

- pluck Canada goose,
- pluck grouse, ptarmigan and owls,
- skin rabbits,
- gut and clean grouse, ptarmigan, owls, and rabbits,
- boil grouse, ptarmigan, owls, and rabbits,
- roast grouse, ptarmigan, and rabbits,
- develop competence living off the land,

Traditional Storytelling (language arts)

- listen to cautionary tales about dangers in the environment,
- listen to stories told for entertainment.

Communicating required knowledge

By the end of Grade 5, students will:

Names and Importance of Particular Places (geography and mathematics)

- formulate questions to guide research and clarify information on study topics,
- use primary and secondary sources to locate information about natural resources and their uses,

–prepare and present a biographical sketch of a historical person from their local community or area,

Waterfowl Hunting (science & technology)

–successfully hunt ducks and Canada geese,

Small Game Hunting (science & technology)

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

Living Well (health and physical education)

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

–handle and prepare ducks, geese, owls, rabbits, grouse, and ptarmigan properly,

–handle food preparation tools and equipment safely,

–participate vigorously in all aspects of the program,

–apply decision-making and problem solving skills in addressing personal safety,

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

–practice cultural ways or protocols for showing respect to the land,

–demonstrate respectful behaviour towards others in the group,

–behave in culturally appropriate ways when learning from culture,

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

Traditional Storytelling (language arts)

–use their knowledge of elements of grammar and oral language structures to understand what they have heard,

–show respectful appreciation during a storytelling presentation.

Fishing (science & technology)

–identify the techniques of making and using fishing equipment,

Living Well (health and physical education)

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

–participate in group work,

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

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

Developing Omushkego cultural skills

By the end of Grade 5, students will:

Fish (science & technology)

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

Fishing (science & technology)

–angle pike with rod and reel,

–angle walleye with rod and reel,

–angle speckled and lake trout with line and hooks,

–angle sturgeon with hook and line,

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

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

–net whitefish,

–spear sturgeon, pike, suckers, and whitefish,

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

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

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

–set net in river,

–set net near streams,

–maintain fish net,

–empty fish net,

–make fish weir in streams,

–empty fish weir,

–handle fishing equipment safely,

–read water currents and signs,

Living Well (health and physical education)

–gut and clean fish,

–boil fish,

–fry fish,

–develop competence living off the land.

Communicating required knowledge

By the end of Grade 5, students will:

Fish (science & technology)

–formulate questions about and identify the needs of fish in an ecosystem, and explore possible

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 5, students will:

Fish (science & technology)

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

Land Use Ethics (geography)

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

Laws and Governance (history)

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

Fishing (science & technology)

- successfully catch fish,

Living Well (health and physical education)

- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- handle and prepare fish properly,
- handle food preparation tools and equipment safely,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community.

–outline important ways in which Omushkego families have changed over time,

Spirituality (religion)

–describe nation/community practices that show respect for spiritual beliefs, e.g., Christian, traditional,

–describe some of the ways in which religion has shaped Omushkego society, e.g., beliefs, events and practices, occupations, buildings,

–relate the physical environment to the cultural activities in the region,

–identify ways in which people with spiritual gifts help others,

Fishing Camps (social values)

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

Living Well (health and physical education)

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

–participate in group work,

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

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

Traditional Storytelling (language arts)

–recognize stories told for entertainment,

–recognize words of guidance,

–identify various forms of stories and words of guidance.

Developing Omushkego cultural skills

By the end of Grade 5, students will:

Music and Dance (the arts)

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

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

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

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

Spirituality (religion)

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

Fishing Camps (social values)

–plan a camping trip,

–help set up camp, e.g., tent, stove, collect firewood, haul water,

–keep camp in good order,

–care for camping equipment and materials,

–take down camp,

–practice camp safety,

–develop competence in Omushkego social values, e.g., working together,

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 5, students will:

Music and Dance (the arts)

- practice traditional drum songs or religious songs,
- practice a traditional feast dance, duck dance, step dance, or square dance,
- evaluate a dance performance, with reference to their own experiences,
- identify the function of dance in their community,

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

- compare aspects of life in the past and their own community,
- use artistic expression to re–create or respond to imaginative works from the past,
- participate in practices of the Omushkego culture that relates to adolescents in particular,
- determine positive and negative effects of human alteration of the landscape,

Spirituality (religion)

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

Fishing Camps (social values)

- successfully participate in fishing camp activities,

Living Well (health and physical education)

- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- handle and prepare fish properly,
- handle food preparation tools and equipment safely,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community,

Traditional Storytelling (language arts)

- use their knowledge of elements of grammar and oral language structures to understand what they have heard,
- show respectful appreciation during a storytelling presentation.

- distinguish between estimated and precise measurements and know when each kind is required,
- measure capacity, volume, and mass using the most appropriate standard unit,
- Living Well** (health and physical education)
- appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation,
- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults.

Developing Omushkego cultural skills

By the end of Grade 5, students will:

Plants (science & technology)

- observe plants on the land,

Plant Gathering (science & technology)

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

Waterfowl Hunting (science & technology)

- make willow blinds (Snow goose),
- lay out decoys,
- maintain blinds,
- take down blinds,
- handle equipment safely,
- call geese and ducks,
- read geese and duck movements and signs,
- build Snow goose blind,
- call and shoot Snow geese,
- call and shoot various ducks,
- shoot plovers and yellowlegs,
- handle guns safely,
- read water currents and signs,

Traditional Cooking (health and physical education and mathematics)

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

Living Well (health and physical education)

- pluck Snow goose,
- handle major meat foods properly, e.g., Snow geese and ducks,
- handle plants properly,
- develop competence living off the land.

- handle and prepare bannock properly,
- handle food preparation tools and equipment safely,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community.

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

Developing Omushkego cultural skills

By the end of Grade 5, students will:

Hide and Line Preparation (science & technology)

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

Clothing Preparation (the arts)

- identify and collect clothing preparation tools and equipment,
- create coloured beadwork in floral pattern or geometrical designs,
- create silkwork in floral pattern or geometrical designs,
- handle clothing preparation tools and equipment safely,
- make moss bag,
- produce cradleboard cover,

Craft Technology (the arts)

beadworking

- identify and collect beadworking materials,
- select tools used to make particular beadworking products,
- practice beadworking,
- handle beadworking tools and materials safely,
- make single strand necklace with hearts,
- make double strand necklace,
- make beaded double strand necklaces with tassels,
- make beadloom necklace,
- make small beaded mittens,

games and toys

- identify and collect games and toys materials,
- select tools used to make particular games and toys,
- practice using tools and materials,
- handle tools and materials safely,
- play with games and toys,
- make buzzer,

- explain how principles of design are used to organize a work, communicate feelings, and convey ideas, using appropriate vocabulary and terminology,
 - explain their preference for specific art works, with reference to the artist’s intentional use of the elements and principles of design,
 - identify ways in which the visual arts affect various aspects of society and the economy,
- Living Well** (health and physical education)
- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
 - speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 5, students will:

Hide and Line Preparation (science & technology)

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

Clothing Preparation (the arts)

- successfully manufacture a variety of cloth products, e.g., moss bag, cradleboard cover,
- identify strengths and areas for improvement in their own work and that of others,
- explain their preference for specific art works, with reference to the artist’s intentional use of the elements and principles of design,
- identify ways in which the visual arts affect various aspects of society and the economy,
- acknowledge that the Omushkego people were skilled crafts people and artisans using natural materials,
- recognize that the Omushkego people adapted tools and products from other nations,

Craft Technology (the arts)

- successfully make bead work products, games, toys, and traditional implements,
- identify strengths and areas for improvement in their own work and that of others,
- explain their preference for specific art works, with reference to the artist’s intentional use of the elements and principles of design,
- identify ways in which the visual arts affect various aspects of society and the economy,
- acknowledge that the Omushkego people were skilled crafts people and artisans using natural materials,
- recognize that the Omushkego people adapted tools and products from other nations,

Living Well (health and physical education)

- handle hide, line, clothing, and craft tools and equipment safely,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,

Grade 5: $\wedge > ^\circ$ Winter (January–February)

Overall Expectations

By the end of Grade 5, students will:

Fishing (science & technology)

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

Trapping and Snaring (science & technology)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of fish, mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear,

- engage in physical activities,

- follow Omushkego culture and language practices,

Traditional Storytelling (language arts)

- listen to traditional legends and stories.

Specific Expectations

Understanding Omushkego cultural concepts and values

By the end of Grade 5, students will:

Fishing (science & technology)

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

Trapping and Snaring (science & technology)

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

Living Well (health and physical education)

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

- participate in group work,

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

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

Traditional Storytelling (language arts)

- recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features,

- recognize popular stories about personal experiences and reminiscences, local history accounts, and real events,

- describe a series of events in a legend or story,

- describe how various elements in a legend or story function.

Communicating required knowledge

By the end of Grade 5, students will:

Fishing (science & technology)

Trapping and Snaring (science & technology)

Living Well (health and physical education)

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

Traditional Storytelling (language arts)

- communicate the main idea of the story and describe a sequence of events.

Applying Omushkego cultural concepts, skills, and values

By the end of Grade 5, students will:

Fishing (science & technology)

- successfully catch fish,

Trapping and Snaring (science & technology)

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

Living Well (health and physical education)

- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- handle and prepare fish, mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear properly,
- handle food preparation, fishing, trapping, and snaring tools and equipment safely,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community,

Traditional Storytelling (language arts)

- use their knowledge of elements of grammar and oral language structures to understand what they have heard,
- show respectful appreciation during a storytelling presentation.

(**spring**, fall, winter)

Living Well (health and physical education)

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

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

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

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

Traditional Storytelling (language arts)

- listen to traditional legends and stories (**spring, summer, winter**)

Blooming of the Earth

Land Use Ethics (geography)

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

Laws and Governance (history)

- explain laws in Ontario as they relate to the Omushkego people (**blooming of the earth**)

Fishing (science & technology)

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

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

Living Well (health and physical education)

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

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

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

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

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

Plants (science & technology)

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

Plant Gathering (science & technology)

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

Waterfowl Hunting (science & technology)

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

Traditional Cooking (health and physical education and mathematics)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices **(spring, blooming of the earth, summer, fall, freezing up, winter)**
- display practices of handling and preparation of plants, ducks, geese, plovers, and yellowlegs **(spring, blooming of the earth, summer, fall, freezing up)**
- engage in physical activities **(spring, blooming of the earth, summer, fall, freezing up, winter)**
- follow Omushkego culture and language practices **(spring, blooming of the earth, summer, fall, freezing up, winter)**

Freezing Up

Hide and Line Preparation (science & technology)

- clean, stretch, and prepare various fur bearers **(freezing up)**
- prepare moose hide **(freezing up)**
- make moose and caribou rawhide **(freezing up)**
- make sinew line from moose or caribou tendons **(freezing up)**
- produce line from plants for various purposes (summer, **freezing up**, fall)

earth, summer, fall, freezing up, winter)

Traditional Storytelling (language arts)

- listen to traditional legends and stories (**spring, summer, winter**)

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

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 6, students will:

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

- identify the locations of waterfowl, other birds, and small game animals, e.g., Canada geese, ducks (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), grouse, and ptarmigan (small game) within the Omushkegowuk territory,
- describe the habitats of waterfowl, other birds, and small game animals within the Omushkegowuk territory,
- recognize and describe the physical and behavioural characteristics of waterfowl, other birds, and small game animals,
- compare the characteristics of waterfowl, other birds, and small game animals including their tracks,
- examine the life cycles of waterfowl, other birds, and small game animals and relate these to their harvesting times,
- investigate ways in which natural communities within ecosystems can change, and explain how such changes can affect animal and plant populations,
- explain the importance of waterfowl, other birds, and small game animals to the Omushkego people,

Names and Importance of Particular Places (geography and mathematics)

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

Origins (history)

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

Waterfowl Hunting (science & technology)

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

- shoot owls,
- shoot rabbits with a .22,
- shoot grouse and ptarmigan with a .22,
- trap ptarmigan with fish net bird traps,
- trap ptarmigan with snowshoe traps,
- trap grouse and ptarmigan with nets,
- trap grouse and ptarmigan with nooses,
- trap grouse and ptarmigan with hedges.

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

Living Well (health and physical education)

- pluck Canada goose,
- pluck grouse, ptarmigan and owls,
- skin rabbits,
- gut and clean grouse, ptarmigan, owls, and rabbits,
- boil grouse, ptarmigan, owls, and rabbits,
- roast grouse, ptarmigan, and rabbits,
- develop competence living off the land,

Traditional Storytelling (language arts)

- listen to cautionary tales about dangers in the environment,
- listen to stories told for entertainment.

Communicating required knowledge

By the end of Grade 6, students will:

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

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

Names and Importance of Particular Places (geography and mathematics)

- formulate questions to guide research and clarify information on study topics,
- use primary and secondary sources to locate information about natural resources and their uses,
- use graphic organizers and graphs to sort information, clarify issues, solve problems, and make decisions,
- use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to identify and communicate key information about the regions,

routes, and political boundaries,

–make simple conversions between metric units,

Origins (history)

–illustrate the historical development of their local community,

–prepare and present a biographical sketch of a historical person from their local community or area,

Waterfowl Hunting (science & technology)

–successfully hunt ducks and Canada geese,

Small Game Hunting (science & technology)

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

Living Well (health and physical education)

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

–handle and prepare ducks, geese, owls, rabbits, grouse, and ptarmigan properly,

–handle food preparation tools and equipment safely,

–participate vigorously in all aspects of the program,

–apply decision-making and problem solving skills in addressing personal safety,

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

–practice cultural ways or protocols for showing respect to the land,

–demonstrate respectful behaviour towards others in the group,

–behave in culturally appropriate ways when learning from culture,

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

Traditional Storytelling (language arts)

–use their knowledge of elements of grammar and oral language structures to understand what they have heard,

–show respectful appreciation during a storytelling presentation.

- angle pike with rod and reel,
- angle walleye with rod and reel,
- angle speckled and lake trout with line and hooks,
- angle sturgeon with hook and line,
- net pike along banks of rivers and mouths of streams with gill nets,
- net sturgeon along banks of rivers and mouths of streams with gill nets,
- net whitefish,
- spear sturgeon, pike, suckers, and whitefish,
- trap sturgeon, pike, suckers, and whitefish with weirs,
- note: angling and hook and line fishing has replaced traditional fishing with nets and weirs
- make fish net with paddle shaped spruce net floats and rough stone sinkers,
- set net in river,
- set net near streams,
- maintain fish net,
- empty fish net,
- make fish weir in streams,
- empty fish weir,
- handle fishing equipment safely,
- read water currents and signs,
- Living Well** (health and physical education)
- gut and clean fish,
- boil fish,
- fry fish,
- develop competence living off the land.

Communicating required knowledge

By the end of Grade 6, students will:

Land Use Ethics (geography)

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

Laws and Governance (history)

- formulate questions to facilitate research on specific topics, e.g., the structure and components of the provincial government and provincial laws and regulations,
- use a variety of primary and secondary sources to locate relevant cultural information about the

Grade 6: ᓄᐱᓂ Summer (July–August)

Overall Expectations

By the end of Grade 6, students will:

Music and Dance (the arts)

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

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

- analyze the changing roles and responsibilities of family members in the community,

Spirituality (religion)

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

Fishing Camps (social values)

- participate in a fishing camp,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of fish,
- engage in physical activities,
- follow Omushkego culture and language practices,

Traditional Storytelling (language arts)

- listen to traditional legends and stories.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 6, students will:

Music and Dance (the arts)

- identify the type of texture in music from a variety of cultures that they sing, e.g., traditional drum songs or religious songs,
- identify different dances and distinguish between types, e.g., traditional feast dance, duck dance, step dance, square dance,

Fun and Games (health and physical education)

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

Family Kinship Structures (social studies)

- explain the importance of individuals or families to the history of the community/nation,
- describe daily aspects of life for men, women, and children in their cyclical quest for food in the past,

Living Well (health and physical education)

–develop competence living on the land,

Traditional Storytelling (language arts)

–listen to and enjoy stories told for entertainment,

–listen to words of guidance.

Communicating required knowledge

By the end of Grade 6, students will:

Music and Dance (the arts)

–communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media,

–demonstrate an understanding of correct breathing technique and posture when singing,

–identify simple structural patterns in music that they sing,

–sing familiar songs and manipulate a musical element to change the overall effect,

–sing expressively pieces in various styles,

–recognize when it is necessary to sustain concentration in dance,

Family Kinship Structures (social studies)

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

–use primary and secondary sources to locate information about Omushkego people and the daily aspects of life for men, women, and children in their cyclical quest for food in the past,

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

–use media works, oral presentations, written notes and descriptions, and drawings to communicate information about life in Omushkego society,

–use appropriate vocabulary to describe their inquiries and observations,

Spirituality (religion)

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

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

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

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

–use appropriate vocabulary to describe their inquiries and observations,

Fun and Games (health and physical education)

Fishing Camps (social values)

Living Well (health and physical education)

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

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

Traditional Storytelling (language arts)

–communicate the main idea of a story or words of guidance.

Grade 6: ᑕᑦᑲᑭᑦᑯᑦ Fall (September–October)

Overall Expectations

By the end of Grade 6, students will:

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

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

Plants (science & technology)

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

Plant Gathering (science & technology)

- show methods of collecting plants,

Waterfowl Hunting (science & technology)

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

Traditional Cooking (health and physical education and mathematics)

- cook different varieties of bannock,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of plants, ducks, and geese, plovers, and yellowlegs,
- engage in physical activities,
- follow Omushkego culture and language practices.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 6, students will:

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

- identify the locations of waterfowl, other birds, and small game animals, e.g., Snow geese, ducks, plovers, yellowlegs, (waterfowl), chickadee, owl, bald eagle, snowbird, woodpecker, crane, loon, crow, swallow (other birds), grouse, and ptarmigan (small game), within the Omushkegowuk territory,

- describe the habitats of waterfowl, other birds, and small game animals within the Omushkegowuk territory,

- recognize and describe the physical and behavioural characteristics of waterfowl, other birds, and small game animals,

- compare the characteristics of waterfowl, other birds, and small game animals including their

- lay out decoys,
- maintain blinds,
- take down blinds,
- handle equipment safely,
- call geese and ducks,
- read geese and duck movements and signs,
- build Snow goose blind,
- call and shoot Snow geese,
- call and shoot various ducks,
- shoot plovers and yellowlegs,
- handle guns safely,
- read water currents and signs,

Traditional Cooking (health and physical education and mathematics)

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

Living Well (health and physical education)

- pluck Snow goose,
- handle major meat foods properly, e.g., Snow geese and ducks,
- handle plants properly,
- develop competence living off the land.

Communicating required knowledge

By the end of Grade 6, students will:

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

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

Plants (science & technology)

- formulate questions about and identify the needs of plants in a particular habitat, and explore possible answers to these questions and ways of meeting these needs,
- plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions,

- handle and prepare waterfowl, other birds, and small game animals properly,
- handle and prepare bannock properly,
- handle food preparation tools and equipment safely,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community.

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

Developing Omushkego cultural skills

By the end of Grade 6, students will:

Hide and Line Preparation (science & technology)

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

Clothing Preparation (the arts)

- identify and collect clothing preparation tools and equipment,
- create coloured beadwork in floral pattern or geometrical designs,
- create silkwork in floral pattern or geometrical designs,
- handle clothing preparation tools and equipment safely,
- make moss bag,
- produce cradleboard cover,

Craft Technology (the arts)

beadworking

- identify and collect beadworking materials,
- select tools used to make particular beadworking products,
- practice beadworking,
- handle beadworking tools and materials safely,
- make single strand necklace with hearts,
- make double strand necklace,
- make beaded double strand necklaces with tassels,
- make beadloom necklace,
- make small beaded mittens,

games and toys

- identify and collect games and toys materials,
- select tools used to make particular games and toys,
- practice using tools and materials,
- handle tools and materials safely,
- play with games and toys,
- make buzzer,

- explain how principles of design are used to organize a work, communicate feelings, and convey ideas, using appropriate vocabulary and terminology,
 - explain their preference for specific art works, with reference to the artist’s intentional use of the elements and principles of design,
 - identify ways in which the visual arts affect various aspects of society and the economy,
- Living Well** (health and physical education)
- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,
 - speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 6, students will:

Hide and Line Preparation (science & technology)

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

Clothing Preparation (the arts)

- successfully manufacture a variety of cloth products, e.g., moss bag, cradleboard cover,
- identify strengths and areas for improvement in their own work and that of others,
- explain their preference for specific art works, with reference to the artist’s intentional use of the elements and principles of design,
- identify ways in which the visual arts affect various aspects of society and the economy,
- acknowledge that the Omushkego people were skilled crafts people and artisans using natural materials,
- recognize that the Omushkego people adapted tools and products from other nations,

Craft Technology (the arts)

- successfully make bead work products, games, toys, and traditional implements,
 - identify strengths and areas for improvement in their own work and that of others,
 - explain their preference for specific art works, with reference to the artist’s intentional use of the elements and principles of design,
 - identify ways in which the visual arts affect various aspects of society and the economy,
 - acknowledge that the Omushkego people were skilled crafts people and artisans using natural materials,
 - recognize that the Omushkego people adapted tools and products from other nations,
- Living Well** (health and physical education)
- handle hide, line, clothing, and craft tools and equipment safely,
 - participate vigorously in all aspects of the program,
 - apply decision-making and problem solving skills in addressing personal safety,
 - practice cultural ways or protocols for showing respect to an elder or cultural resource person,
 - practice cultural ways or protocols for showing respect to the land,
 - demonstrate respectful behaviour towards others in the group,
 - behave in culturally appropriate ways when learning from culture,

Grade 6: $\wedge > ^\circ$ Winter (January–February)

Overall Expectations

By the end of Grade 6, students will:

Fishing (science & technology)

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

Trapping and Snaring (science & technology)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of fish, mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear,

- engage in physical activities,
- follow Omushkego culture and language practices,

Traditional Storytelling (language arts)

- listen to traditional legends and stories.

Specific Expectations

Understanding Omushkego cultural concepts and values

By the end of Grade 6, students will:

Fishing (science & technology)

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

Trapping and Snaring (science & technology)

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

Living Well (health and physical education)

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

- participate in group work,

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

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

Traditional Storytelling (language arts)

- recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features,

- recognize popular stories about personal experiences and reminiscences, local history accounts, and real events,

- describe a series of events in a legend or story,

- describe how various elements in a legend or story function.

Communicating required knowledge

By the end of Grade 6, students will:

Fishing (science & technology)

Trapping and Snaring (science & technology)

Living Well (health and physical education)

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

Traditional Storytelling (language arts)

- communicate the main idea of the story and describe a sequence of events.

Applying Omushkego cultural concepts, skills, and values

By the end of Grade 6, students will:

Fishing (science & technology)

- successfully catch fish,

Trapping and Snaring (science & technology)

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

Living Well (health and physical education)

- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- handle and prepare fish, mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, and black bear properly,
- handle food preparation, fishing, trapping, and snaring tools and equipment safely,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- practice cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community,

Traditional Storytelling (language arts)

- use their knowledge of elements of grammar and oral language structures to understand what they have heard,
- show respectful appreciation during a storytelling presentation.

Travel and Transportation Technology (science & technology)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of fish (**spring, blooming of the earth, summer, fall, freezing up**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

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

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

Fun and Games (health and physical education)

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

Shelter Construction Technology (science & technology)

- construct and use modern shelters, e.g., prospector's tent (spring, blooming of the earth, **summer**, fall, freezing up, winter)

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of fish (**spring, blooming of the earth, summer, fall, freezing up**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Clothing Preparation (the arts)

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

Craft Technology (the arts)

- produce two- and three- dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate forms (**freezing up**)
- identify principles of design and use them in ways appropriate for this age group when producing and responding to works of art (**freezing up**)
- explain how artistic choices affect the viewer, and support their conclusions with evidence from the work (**freezing up**)
- identify and collect beadworking materials and tools (**freezing up**)
- create beadworking products (**freezing up**)
- identify and collect games and toy making materials and tools (**freezing up**)
- manufacture traditional games and toys (**freezing up**)
- identify and collect traditional implements (**freezing up**)
- maintain and repair traditional implements (**freezing up**)

Living Well (health and physical education)

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

Grade 7: ᓃᓄᓃᓄ Spring (March–April)

Overall Expectations

By the end of Grade 7, students will:

Names and Importance of Particular Places (geography and mathematics)

- name and locate the important traditional hunting, fishing, and trapping areas surrounding the local community within the Omushkegowuk territory and identify the owners of each,
- demonstrate a verbal and written understanding of and ability to apply accurate measurement and estimation strategies that relate to their environment,

Waterfowl Hunting (science & technology)

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

Goose Hunting Camps (social values)

- participate in a goose hunting camp,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of ducks and geese,
- engage in physical activities,
- follow Omushkego culture and language practices,

Traditional Storytelling (language arts)

- retell traditional legends and stories.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 7, students will:

Names and Importance of Particular Places (geography and mathematics)

- explain the geographic concept of location or place,
- identify the important traditional hunting, fishing, and trapping areas surrounding the local community within the Omushkegowuk territory and describe their geographic characteristics,
- locate on a map traditional hunting, fishing, and trapping areas and adjacent communities within the Omushkegowuk territory important to the culture,
- use cardinal and intermediate directions, pictorial and non-pictorial symbols, scale, and colour to locate and display geographic information,
- create definitions of measurement concepts,

Waterfowl Hunting (science & technology)

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

Goose Hunting Camps (social values)

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

Living Well (health and physical education)

- appreciate that the use of natural resources and technology are directly related to the traditional land identified with the nation,
- participate in group work,
- observe and identify ways to be helpful to other students, teachers, parents and cultural teachers,

- gut and clean ducks,
- boil ducks,
- roast ducks,
- develop competence living off the land,
- develop competence living on the land,
- Traditional Storytelling** (language arts)
- retell cautionary tales about dangers in the environment,
- retell and enjoy stories told for entertainment.

Communicating required knowledge

By the end of Grade 7, students will:

Names and Importance of Particular Places (geography and mathematics)

- formulate questions to guide research into problems and points of view regarding the importance of traditional hunting, fishing, and trapping areas,
- locate and record relevant information from a variety of primary and secondary sources,
- communicate the results of inquiries for specific purposes and audiences using computer slide shows, videos, websites, oral presentations, written notes and descriptions, drawings, tables, charts, diagrams, maps, models, and graphs,
- use appropriate vocabulary, including correct geographic terminology, to describe their inquiries and observations,
- ask questions to clarify and extend their knowledge of making more informed and accurate measurement estimations using appropriate measurement vocabulary,

Waterfowl Hunting (science & technology)

Goose Hunting Camps (social values)

Living Well (health and physical education)

- use age- and role-appropriate specialized Omushkego language to enable participation in activities on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,

Traditional Storytelling (language arts)

- communicate the main idea of a tale or story and explain how details support the main idea.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 7, students will:

Names and Importance of Particular Places (geography and mathematics)

- describe ways in which technology has affected our use of natural resources, e.g., wildlife,
- produce maps showing locations of important traditional hunting, fishing, and trapping areas surrounding the local community within the Omushkegowuk territory,
- produce a report the importance of maintaining traditional hunting, fishing, and trapping areas,
- present and defend a point of view on how a natural resource, e.g., wildlife, should be used,
- make increasingly more informed and accurate measurement estimations based on an understanding of formulas and results of investigations,

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

Overall Expectations

By the end of Grade 7, students will:

Fishing (science & technology)

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

Travel and Transportation Technology (science & technology)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of fish,
- engage in physical activities,
- follow Omushkego culture and language practices.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 7, students will:

Fishing (science & technology)

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

Travel and Transportation Technology (science & technology)

–describe traditional travel and transportation equipment and their uses,

Living Well (health and physical education)

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

–participate in group work,

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

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

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

Developing Omushkego cultural skills

By the end of Grade 7, students will:

Fishing (science & technology)

–angle pike with rod and reel (spring, summer, and fall)

–angle walleye with rod and reel (spring, summer, and fall)

–angle speckled and lake trout with line and hooks (late summer and winter)

–angle sturgeon with hook and line (spring, summer, and fall)

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

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

- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- follow cultural ways or protocols for showing respect to an elder or cultural resource person,
- follow cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

Traditional Storytelling (language arts)

- recognize stories told for entertainment,
- recognize words of guidance,
- identify various forms of stories and words of guidance and describe their key elements.

Developing Omushkego cultural skills

By the end of Grade 7, students will:

Music and Dance (the arts)

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

Fun and Games (health and physical education)

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

Shelter Construction Technology (science and technology)

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

Living Well (health and physical education)

- develop competence living on the land,

Traditional Storytelling (language arts)

- retell and enjoy stories told for entertainment,
- retell words of guidance.

Communicating required knowledge

By the end of Grade 7, students will:

Music and Dance (the arts)

- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media,
- demonstrate an understanding of appropriate articulation in singing,
- identify the upbeat and downbeat in songs,
- sing familiar songs with appropriate articulation,
- sing expressively pieces in various styles,
- identify ways of sustaining concentration in dance,

Fun and Games (health and physical education)

Shelter Construction Technology (science and technology)

Living Well (health and physical education)

- use age- and role-appropriate specialized Omushkego language to enable participation in activities on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,

Grade 7: C·bP³ Fall (September–October)

Overall Expectations

By the end of Grade 7, students will:

Waterfowl Hunting (science & technology)

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

Goose Hunting Camp (social values)

- participate in a goose hunting camp,

Large Game Hunting (science & technology)

- set, check, maintain, and empty snares for moose,
- show methods of tracking, calling, and shooting moose and caribou,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of ducks, geese, plovers, yellowlegs,
- engage in physical activities,
- follow Omushkego culture and language practices.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 7, students will:

Waterfowl Hunting (science & technology)

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

Goose Hunting Camps (social values)

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

Large Game Hunting (science & technology)

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

Living Well (health and physical education)

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

Developing Omushkego cultural skills

By the end of Grade 7, students will:

Waterfowl Hunting (science & technology)

- make willow blinds (Snow goose),
- lay out decoys,
- maintain blinds,

- preserve geese outside in cool weather,
- pluck ducks, plovers, and yellowlegs,
- gut and clean ducks, plovers, and yellowlegs,
- boil ducks, plovers, and yellowlegs,
- roast ducks, plovers, and yellowlegs,
- develop competence living off the land,
- develop competence living on the land.

Communicating required knowledge

By the end of Grade 7, students will:

Waterfowl Hunting (science & technology)

Goose Hunting Camps (social values)

Large Game Hunting (science & technology)

Living Well (health and physical education)

- use age- and role-appropriate specialized Omushkego language to enable participation in activities on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 7, students will:

Waterfowl Hunting (science & technology)

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

Goose Hunting Camps (social values)

- successfully participate in fall goose hunting camp activities,

Large Game Hunting (science & technology)

- successfully hunt moose and caribou,

Living Well (health and physical education)

- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- handle and prepare plants, ducks, and geese, plovers, and yellowlegs properly,
- handle food preparation tools and equipment safely,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- follow cultural ways or protocols for showing respect to an elder or cultural resource person,
- follow cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

- engage in physical activities,
- follow Omushkego culture and language practices.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 7, students will:

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

- identify the locations of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, and rabbits within the Omushkegowuk territory,
- describe the habitats of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, and rabbits within the Omushkegowuk territory,
- recognize and describe the physical and behavioural characteristics of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, and rabbits,
- compare the characteristics of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, and rabbits including their tracks,
- examine the life cycles of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, and rabbits and relate these to their harvesting times,
- investigate ways in which natural communities within ecosystems can change, and explain how such changes can affect animal and plant populations,
- explain the importance of mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, and rabbits to the Omushkego people,

Hide and line Preparation (science & technology)

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

Clothing Preparation (the arts)

- recognize the tools and techniques used in clothing preparation,
- describe how the repetition of elements is used to create designs,
- identify the area of emphasis in clothing items,

Craft Technology (the arts)

- identify the tools and techniques used in craft technology,
- describe how the repetition of elements is used to create designs,
- identify the area of emphasis in craft products,

Living Well (health and physical education)

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

- make double strand necklace,
- make beaded double strand necklaces with tassels,
- make beadloom necklace,
- make small beaded mittens,
- games and toys
- identify and collect games and toys materials,
- select tools used to make particular games and toys,
- practice using tools and materials,
- handle tools and materials safely,
- play with games and toys,
- make buzzer,
- make bull roarer,
- make cup and pin,
- make small bow and arrow,
- make sling shot,
- make small canoe or boat,
- make small sled,
- make small toboggan,
- traditional implements
- identify and collect traditional implements,
- select tools and materials used to make particular traditional implements,
- make traditional implements,
- maintain traditional implements,
- repair traditional implements,
- practice using traditional implements,
- handle traditional implements safely,
- specific traditional implements activities (fall, winter, and spring)
- handle axe safely,
- sharpen axe,
- handle saw safely,
- sharpen saw,
- make crooked knife,
- sharpen crooked knife,
- note: these implements have replaced the more traditional stone tools
- make wooden spoons,
- make bows and arrows,
- Living Well** (health and physical education)
- develop competence using and making materials from the land.

–successfully produce a variety of lines,

Clothing Preparation (the arts)

- successfully manufacture a variety of bead work products, hide garments, and accessories,
- identify strengths and areas for improvement in their own work and that of others,
- explain their preference for specific art works, with reference to the artist’s intentional use of the elements and principles of design,
- identify ways in which the visual arts affect various aspects of society and the economy,
- acknowledge that the Omushkego people were skilled crafts people and artisans using natural materials,
- recognize that the Omushkego people adapted tools and products from other nations,

Craft Technology (the arts)

- successfully make bead work products, games, toys, and traditional implements,
- identify strengths and areas for improvement in their own work and that of others,
- explain their preference for specific art works, with reference to the artist’s intentional use of the elements and principles of design,
- identify ways in which the visual arts affect various aspects of society and the economy,
- acknowledge that the Omushkego people were skilled crafts people and artisans using natural materials,
- recognize that the Omushkego people adapted tools and products from other nations,

Living Well (health and physical education)

- handle hide, line, clothing, and craft tools and equipment safely,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- follow cultural ways or protocols for showing respect to an elder or cultural resource person,
- follow cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

- observe and identify ways to be helpful to other students, teachers, parents and cultural teachers,
 - listen respectfully to the voices of those more experienced, especially elders and adults,
 - acknowledge the role of the oral tradition in preserving the knowledge of traditional ways,
- Traditional Storytelling** (language arts)
- recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features,
 - recognize popular stories about personal experiences and reminiscences, local history accounts, and real events,
 - explain how various elements in a legend or story function in relation to each other.

Developing Omushkego cultural skills

By the end of Grade 7, students will:

Fishing (science & technology)

- net pike,
 - jig pike with hook and line,
 - net ling cod/loche/mariah,
 - angle speckled and lake trout with line and hooks,
- note: angling and hook and line fishing has replaced traditional fishing with nets
- make fish net with paddle shaped spruce net floats and rough stone sinkers,
 - set net under ice,
 - maintain fish net,
 - empty fish net,
 - handle fishing equipment safely,
 - read ice conditions and signs,

Trapping and Snaring (science & technology)

- set snares,
- check and maintain snares,
- empty and remove snares,
- set traps,
- check and maintain traps,
- empty and remove traps,
- handle trapping equipment safely,
- read furbearer movements and signs,
- snare mink, marten, otter, lynx, and fisher,
- trap black bear, mink, marten, otter, weasel, lynx, and fisher with deadfall,
- snare beaver,
- trap beaver using fence,
- trap otter, mink, marten, fisher, muskrat (fall), beaver,
- red squirrel with wire snares or steel traps,
- trap beaver using chisel technique,

and black bear,

Hide and Line Preparation (science & technology)

–successfully prepare fur bearer hides,

Large Game Hunting (science & technology)

–successfully hunt caribou and moose,

Travel and Transportation Technology (science & technology)

–successfully use coast snowshoes,

Living Well (health and physical education)

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

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

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

–participate vigorously in all aspects of the program,

–apply decision-making and problem solving skills in addressing personal safety,

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

–follow cultural ways or protocols for showing respect to the land,

–demonstrate respectful behaviour towards others in the group,

–behave in culturally appropriate ways when learning from culture,

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

Traditional Storytelling (language arts)

–recall and relate parts of traditional stories or legends from the past that explain traditional ways of life,

–recall and relate parts of traditional stories from personal experiences and reminiscences, local history accounts, and real events about the Omushkego people.

–identify some stylistic devices used in storytelling and explain their use,

–use knowledge of the elements of grammar and structure of words and sentences to understand what they heard,

–show respectful appreciation during a storytelling presentation.

Blooming of the Earth

Fishing (science & technology)

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

Travel and Transportation Technology (science & technology)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of fish (**spring, blooming of the earth, summer, fall, freezing up**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Summer

Music and Dance (the arts)

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

Fun and Games (health and physical education)

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

earth, summer, fall, freezing up, winter)

Freezing Up

Hide and Line Preparation (science & technology)

- clean, stretch, and prepare various fur bearers (**freezing up**)
- prepare moose hide (**freezing up**)
- make moose and caribou rawhide (**freezing up**)
- make sinew line from moose or caribou tendons (**freezing up**)
- produce line from plants for various purposes (summer, **freezing up**, fall)

Clothing Preparation (the arts)

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

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- display practices of handling and preparation of fish, mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, moose and caribou (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- engage in physical activities (**spring, blooming of the earth, summer, fall, freezing up, winter**)
- follow Omushkego culture and language practices (**spring, blooming of the earth, summer, fall, freezing up, winter**)

Traditional Storytelling (language arts)

- retell traditional legends and stories (**spring, summer, winter**)

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

–use listening, reading, and viewing skills to interpret and evaluate the use of measurements formulas,

Waterfowl Hunting (science & technology)

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

Goose Hunting Camps (social values)

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

Living Well (health and physical education)

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

–participate in group work,

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

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

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

Traditional Storytelling (language arts)

–recognize cautionary tales about dangers in the environment,

–recognize stories told for entertainment,

–explain how various elements in a tale or story function in relation to each other.

Developing Omushkego cultural skills

By the end of Grade 8, students will:

Waterfowl Hunting (science & technology)

–make grass blinds and wooden goose decoys (Canada goose),

–lay out decoys,

–maintain blinds,

–take down blinds,

–handle equipment safely,

–call geese and ducks,

–read geese and duck movements and signs,

–build Canada goose blind,

–call and shoot Canada goose,

–call and shoot various ducks,

–handle guns safely,

Goose Hunting Camps (social values)

–plan a camping trip,

–help set up camp, e.g., tent, stove, collect firewood, haul water,

–keep camp in good order,

–care for camping equipment and materials,

–take down camp,

–practice camp safety,

–develop competence in Omushkego social values, e.g., working together,

Living Well (health and physical education)

–pluck Canada goose,

Traditional Storytelling (language arts)

–communicate the main idea of a tale or story and explain how details support the main idea.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 8, students will:

Names and Importance of Particular Places (geography and mathematics)

- describe ways in which technology has affected our use of natural resources, e.g., wildlife,
- produce maps showing locations of important traditional hunting, fishing, and trapping areas surrounding the local community within the Mushkegowuk territory,
- produce a report the importance of maintaining traditional hunting, fishing, and trapping areas,
- present and defend a point of view on how a natural resource, e.g., wildlife, should be used,
- create and use a variety of maps for specific purposes,
- produce and interpret simple scatter graphs to determine the correlation between population characteristics,
- explain the relationships between various units of measurement,

Waterfowl Hunting (science & technology)

- successfully hunt ducks and Canada geese,

Goose Hunting Camps (social values)

- successfully participate in a goose hunting camp activities,

Living Well (health and physical education)

- analyse over period of time, their own traditional food selections, including food purchases and determine whether or not they are healthy choices,
- handle and prepare ducks and geese properly,
- handle food preparation tools and equipment safely,
- participate vigorously in all aspects of the program,
- apply decision-making and problem solving skills in addressing personal safety,
- follow cultural ways or protocols for showing respect to an elder or cultural resource person,
- follow cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward,

Traditional Storytelling (language arts)

- identify some stylistic devices used in storytelling and explain their use,
- use knowledge of the elements of grammar and structure of words and sentences to understand what they heard,
- reflect on personal meaning they can take from cautionary tales,
- show respectful appreciation during a storytelling presentation.

- net sturgeon along banks of rivers and mouths of streams with gill nets,
- net whitefish,
- spear sturgeon, pike, suckers, and whitefish,
- trap sturgeon, pike, suckers, and whitefish with weirs,
- note: angling and hook and line fishing has replaced traditional fishing with nets and weirs
- make fish net with paddle shaped spruce net floats and rough stone sinkers,
- set net in river,
- set net near streams,
- set net under ice,
- maintain fish net,
- empty fish net,
- make fish weir in streams,
- empty fish weir,
- handle fishing equipment safely,
- read water currents and signs,
- Travel and Transportation Technology** (science & technology)
- maintain freighter canoe,
- repair freighter canoe,
- make square sails for a canoe,
- handle traditional travel and transportation equipment safely,
- Living Well** (health and physical education)
- make dried fish (neohiganak),
- boil fish with intestines,
- fry fish,
- develop competence living off the land.

Communicating required knowledge

By the end of Grade 8, students will:

Fishing(science & technology)

Travel and Transportation Technology (science & technology)

Living Well (health and physical education)

- use age- and role-appropriate specialized Omushkego language to enable participation in activities on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 8, students will:

Fishing (science & technology)

- successfully catch fish,

Travel and Transportation Technology (science & technology)

- successfully repair and maintain freighter canoe,

Living Well (health and physical education)

Grade 8: $\sigma \wedge ^3$ Summer (July–August)

Overall Expectations

By the end of Grade 8, students will:

Music and Dance (the arts)

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

Fun and Games (health and physical education)

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

Shelter Construction Technology (science and technology)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of fish,
- engage in physical activities,
- follow Omushkego culture and language practices,

Traditional Storytelling (language arts)

- retell traditional legends and stories.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 8, students will:

Music and Dance (the arts)

- describe some aspects of the historical context of music that they sing, e.g., traditional drum songs or religious songs,
- describe different dances and distinguish between types, e.g., traditional feast dance, duck dance, step dance, square dance,

Fun and Games (health and physical education)

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

Shelter Construction Technology (science and technology)

- describe modern shelters and their uses, e.g., prospector's tent,
- describe temporary shelters and their uses, e.g., open brush, lean-to,

Living Well (health and physical education)

- appreciate that the use of natural resources and technology are directly related to the traditional land identified with the nation,
- participate in group work,
- observe and identify ways to be helpful to other students, teachers, parents and cultural teachers,

–identify ways of sustaining concentration in dance,

Fun and Games (health and physical education)

Shelter Construction Technology (science and technology)

Living Well (health and physical education)

–use age- and role-appropriate specialized Omushkego language to enable participation in activities on the land, in school, or in community situations,

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

Traditional Storytelling (language arts)

–communicate the main idea of a story or words of guidance and explain how details support the main idea.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 8, students will:

Music and Dance (the arts)

–describe their response to a musical performance in their community,

–perform traditional drum songs or religious songs in a community gathering,

–organize and carry out a traditional feast dance, duck dance, step dance, or square dance,

–review dance performances, orally, critiquing the use of elements and techniques in the particular genre,

–identify and discuss the qualities and skills needed to create and perform productions in dance,

Fun and Games (health and physical education)

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

Shelter Construction Technology (science and technology)

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

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

Living Well (health and physical education)

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

–handle and prepare fish properly,

–handle food preparation tools and equipment safely,

–participate vigorously in all aspects of the program,

–apply decision-making and problem solving skills in addressing personal safety,

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

–follow cultural ways or protocols for showing respect to the land,

–demonstrate respectful behaviour towards others in the group,

–behave in culturally appropriate ways when learning from culture,

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

Traditional Storytelling (language arts)

–identify some stylistic devices used in storytelling and explain their use,

–use knowledge of the elements of grammar and structure of words and sentences to understand what they heard,

Grade 8: C•bP³ Fall (September–October)

Overall Expectations

By the end of Grade 8, students will:

Waterfowl Hunting (science & technology)

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

Goose Hunting Camp (social values)

- participate in a goose hunting camp,

Large Game Hunting (science & technology)

- set, check, maintain, and empty snares for moose,
- show methods of tracking, calling, and shooting moose and caribou,

Moose Hunting Camp (social values)

- participate in a goose hunting camp,

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of ducks, geese, plovers, yellowlegs, moose, and caribou,
- engage in physical activities,
- follow Omushkego culture and language practices.

Specific Expectations

Understanding Omushkego cultural knowledge and values

By the end of Grade 8, students will:

Waterfowl Hunting (science & technology)

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

Goose Hunting Camps (social values)

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

Large Game Hunting (science & technology)

- identify the locations of traditional fall moose hunting areas within the Mushkegowuk territory,

Moose Hunting Camps (social values)

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

Living Well (health and physical education)

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

- help set up camp, e.g., tent, stove, collect firewood, haul water,
- keep camp in good order,
- care for camping equipment and materials,
- take down camp,
- practice camp safety,
- develop competence in Omushkego social values, e.g., working together,
- Living Well** (health and physical education)
- pluck Snow goose,
- gut and clean goose,
- boil goose including goose heads, wings and lower legs, scraped free of feathers, and intestines as well,
- roast goose on a spit or grill with green sticks (apwan),
- preserve geese outside in cool weather,
- pluck ducks, plovers, and yellowlegs,
- gut and clean ducks, plovers, and yellowlegs,
- boil ducks, plovers, and yellowlegs,
- roast ducks, plovers, and yellowlegs,
- roast moose or caribou on a spit or grill using green sticks,
- boil moose including heart, liver, unborn calf, and stomach contents,
- make smoked moose or caribou which is cut into thin strips,
- make pemmican—meat dried on a grill over a fire and pounded into a powder mixed with caribou grease,
- develop competence living off the land,
- develop competence living on the land.

Communicating required knowledge

By the end of Grade 8, students will:

Waterfowl Hunting (science & technology)

Goose Hunting Camps (social values)

Large Game Hunting (science & technology)

Moose Hunting Camps (social values)

Living Well (health and physical education)

- use age- and role-appropriate specialized Omushkego language to enable participation in activities on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 8, students will:

Waterfowl Hunting (science & technology)

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

Goose Hunting Camps (social values)

- successfully participate in fall goose hunting camp activities,

Grade 8: ᐱᐱᐅᐅ° Freezing Up (November–December)

Overall Expectations

By the end of Grade 8, students will:

Hide and Line Preparation (science & technology)

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

Clothing Preparation (the arts)

- produce two- and three-dimensional works of art that communicate (thoughts, feelings, experiences) a variety of ideas for specific purposes and to specific audiences, using a variety of art forms,
- define the principles of design (emphasis, balance, rhythm, unit, variety, proportion), and use them in appropriate ways for this age group when producing and responding to works of art,
- explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from their work,
- manufacture rabbits skin hats, winter moccasins with ankle flaps and thongs, mittens with duffel and tanned skin line, rabbit skin sleeping robes, feather blankets, and summer moccasins,
- identify and collect hide and beadworking working materials and tools,
- create beadwork and silkwork patterns on hides,
- manufacture hide and beadworking products,

Craft Technology (the arts)

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

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and craft tools and

- form sinew line (tendons of moose or caribou),
 - manufacture grass line,
 - make willow bark or root line,
 - make spruce root line,
 - make willow bark or root line for netting and anchors,
- note: store bought lines have replaced animal and plant lines

Clothing Preparation (the arts)

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

Craft Technology (the arts)

carving

- identify and collect wood, stone, or bone carving materials,
- select tools used to make particular carving products,
- practice carving using wood, stone or bone,
- handle carving tools and materials safely,
- sell carving products locally,
- make flat goose for wall mount,
- make sitting goose no legs,
- make sitting goose on stand,
- make flying goose on stand,
- make mink, otter, beaver, rabbit on stand,
- make flying geese free standing,
- make mink, otter, beaver, rabbit free standing,
- make duck, beaver, mink in assorted styles,
- make individually designed carving using material of choice,
- make tamarack geese,

beadworking

- identify and collect beadworking materials,
- select tools used to make particular beadworking products,
- practice beadworking,
- handle beadworking tools and materials safely,

Living Well (health and physical education)

–develop competence using and making materials from the land.

Communicating required knowledge

By the end of Grade 8, students will:

Hide and Line Preparation (science & technology)

Clothing Preparation (the arts)

Craft Technology (the arts)

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

Living Well (health and physical education)

- use age- and role-appropriate specialized Omushkego language to enable participation in activities on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations.

Applying Omushkego cultural knowledge, skills, and values

By the end of Grade 8, students will:

Hide and Line Preparation (science & technology)

–successfully prepare moose or caribou hide,

–successfully produce a variety of lines,

Clothing Preparation (the arts)

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

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

Craft Technology (the arts)

- successfully make carving, bead work products, games, toys, and traditional implements,
- identify strengths and areas for improvement in their own work and that of others,
- explain their preference for specific art works, with reference to the artist's intentional use of the elements and principles of design,
- identify ways in which the visual arts affect various aspects of society and the economy,
- acknowledge that the Omushkego people were skilled crafts people and artisans using natural materials,
- recognize that the Omushkego people adapted tools and products from other nations,

Grade 8: $\wedge > ^\circ$ Winter (January–February)

Overall Expectations

By the end of Grade 8, students will:

Large Game Animals (science & technology)

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

Fishing (science & technology)

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

Trapping and Snaring (science & technology)

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

Hide Preparation (science & technology)

- clean, stretch, and prepare various fur bearers,

Large Game Hunting (science & technology)

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

Travel and Transportation Technology (science & technology)

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

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices,
- display practices of handling and preparation of fish, mink, weasel, red squirrel, marten, otter, beaver, muskrat, lynx, fisher, black bear, moose and caribou,
- engage in physical activities,
- follow Omushkego culture and language practices,

Traditional Storytelling (language arts)

- retell traditional legends and stories.

Specific Expectations

Understanding Omushkego cultural concepts and values

By the end of Grade 8, students will:

Large Game Animals (science & technology)

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

Trapping and Snaring (science & technology)

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

Hide Preparation (science & technology)

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

Large Game Hunting (science & technology)

- read caribou and moose movements and signs,
- track and shoot moose,
- track and shoot caribou,

Travel and Transportation Technology (science & technology)

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

Living Well (health and physical education)

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

Traditional Storytelling (language arts)

- listen and enjoy traditional stories about legendary or heroic figures, animals, trees, and landscape features,

Large Game Hunting (science & technology)

—successfully hunt caribou and moose,

Travel and Transportation Technology (science & technology)

—successfully make west coast snowshoe (pointed toe),

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

—successfully repair and maintain snowshoes,

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

—successfully repair and maintain ski-doo sled,

—successfully use west coast snowshoes,

Living Well (health and physical education)

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

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

—handle food preparation, fishing, trapping, and snaring tools and equipment safely,

—participate vigorously in all aspects of the program,

—apply decision-making and problem solving skills in addressing personal safety,

—follow cultural ways or protocols for showing respect to an elder or cultural resource person,

—follow cultural ways or protocols for showing respect to the land,

—demonstrate respectful behaviour towards others in the group,

—behave in culturally appropriate ways when learning from culture,

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

Traditional Storytelling (language arts)

—recall and relate parts of traditional stories or legends from the past that explain traditional ways of life,

—recall and relate parts of traditional stories from personal experiences and reminiscences, local history accounts, and real events about the Omushkego people.

—identify some stylistic devices used in storytelling and explain their use,

—use knowledge of the elements of grammar and structure of words and sentences to understand what they heard,

—show respectful appreciation during a storytelling presentation.

- recognize and accept accountability to themselves for decisions made and action taken (responsibility to themselves);
- recognize and accept accountability to others for decisions made and action taken (responsibility to others);
- recognize and accept accountability to themselves and others for decisions made and action taken (responsibility to themselves and others);
- recognize and accept accountability to the environment for decisions made and action taken (environmental responsibility);
- recognize, value and enjoy their own language, traditions, and culture (appreciation for their culture);
- recognize, value and enjoy another's language, traditions, and culture (appreciation for another's culture);
- recognize and appreciate the significance of teasing and joking (humour)*;
- control their actions or feelings which may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control);
- show a desire to work hard with steady, careful effort (diligence);
- feel or express thanks for the good things that the Creator has given them and others (thankfulness);
- show honesty (truthfulness);
- show feelings of interest or concern which may be demonstrated by the kind treatment of others (caring);
- develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience);
- pursue a problem or task to its completion (perseverance);
- show initiative in beginning tasks, working independently and solving problems (self-reliance).

– from Cree School Board. (1997). *Cree School Board Cree Language and Culture Guide—Secondary Sector*. Chisasibi, QC: Cree School Board; Northern Nishnawbe Education Council. (1996). *Sioux Lookout District First Nations' Response to Secondary School Reform*. Sioux Lookout, ON: Northern Nishnawbe Education Council; Ohmagari, K. (1996). *Social Change and Transmission of Knowledge and Bush Skills Among Omushkegowuk Cree Women*. Unpublished doctoral dissertation, University of Manitoba, Winnipeg, Canada; Hishkoonikun Education Authority. (1995). *The Traditional Values Project 1994–1995*. Kashechewan, ON: Hishkoonikun Education Authority; Hishkoonikun Education Authority. (1994). *The Traditional Values Project 1993–1994*. Kashechewan, ON: Hishkoonikun Education Authority.

* not found in these resources but shown to be an important aspect of Omushkego life

knowledge, and Applying Omushkego cultural knowledge, skills, and values. For each of these categories, there are four levels of achievement. These levels contain brief descriptions of degrees of achievement on which teachers will base their assessment of students' work.

The descriptions in the achievement levels are meant to be used to assess each student's achievement of the expectations outlined in this document *in each grade and strand*. Teachers should use the descriptions to identify the level at which a student has achieved a particular expectation, or a group of expectations, in the appropriate category of skills. For example, one of the expectations in Fall for Grade 6 is that students will "make willow blinds (Snow goose)." If the student develops a few of these skills correctly and only with assistance," the student's achievement of that expectation would be at level 1 in the category of developing Omushkego cultural skills.

Level 4 identifies the characteristic of student achievement that represents the expected level of achievement, which is considered the standard for each grade. In Omushkego culture a priority is placed on doing things well as survival often depended on it. A students' work at level 4 in culture in any grade may be described in general terms as follows:

The student shows a thorough understanding of Omushkego cultural knowledge and values through complete explanations of them. He or she develops all (or almost all) of the required Omushkego cultural skills correctly with little or no assistance. The student communicates consistently with clarity and precision using appropriate Omushkego terminology and vocabulary in land-based, school, or community situations. She or he consistently applies the required Omushkego knowledge, skills, and values in a variety of contexts. The student shows a thorough understanding of connections between personal experiences, Omushkego culture, and the world inside and outside the school.

— adapted from *The Ontario Curriculum, Grades 1–8: Language, 1997*, p. 8

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that the achievement of particular expectations is considered within appropriate categories.

—from *The Ontario Curriculum, Social Studies (Grades 1 to 6) History and Geography (Grades 7 and 8), 2004*, p. 11

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The Omushkego Language and Culture Curriculum, Grade 4 to Grade 8: Omushkego Culture has been developed to maintain and enhance the Omushkego language and culture of the Omushkegowuk communities. This curriculum consists of expectations in language and culture and uses the Omushkego language as a subject or medium of instruction for all subjects holistically. This document contains the culture expectations for this curriculum.

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