

Treaty Education Outcomes and Indicators

Kindergarten: Getting to Know My Community

<p>TRK¹: Examine the diversity of First Nations peoples living in Saskatchewan starting with the classrooms and communities in which they live.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Share, in a variety of ways, the languages and traditions that exist within their families, classrooms and communities. ➤ Recognize that people come from a variety of cultures with commonalities and differences. ➤ Describe the diversity of First Nations cultures that exist within communities (e.g. Dakota/Lakota, Nakota, Anishinabe, nehiyawak, Dene). ➤ Recognize that children born with both First Nation and European ancestry are now called “Métis.” ➤ Compare similarities across and among First Nations and other cultures. 	<p>SIK²: Express personal connectedness to nature and one another (e.g., Circle of Life, seasons, elements, weather, families, and relatives).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Recognize that all people are connected to each other and to nature. ➤ Recognize that according to First Nation traditional beliefs children are sacred gifts to the world. ➤ Represent how we are part of an interconnected web (e.g., a family member, a community member, a human interconnected to all life). ➤ Share examples of how we experience nature in our lives (e.g., day and night, wood grain, scales on a fish, heartbeats). 	<p>HCK³: Explore the connection all people have to the land as expressed through stories, traditions, and ceremonies.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Discuss stories and traditions that show personal connection to the land. ➤ Describe how people use resources from nature, now and in the past. ➤ Discuss how First Nations respect and honour living things through stories, traditions and ceremonies. 	<p>TPPK⁴: Examine the intent of different kinds of promises.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Describe own beliefs related to the meaning and importance of keeping promises. ➤ Represent understanding of different kinds of promises. ➤ Explore the ways and symbols used to express the making and keeping of a promise (e.g., a handshake, a ceremony, writing it down, or telling someone).
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KEY

K Kindergarten

¹TR Treaty Relationships – By the end of grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples’ identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.

²SI Spirit and Intent of Treaties - By the end of grade 12, students will recognize that there is interconnectedness between thoughts and actions which is based on the implied and explicit intention of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think, and feel.

³HC Historical Context – By the end of grade 12, students will acknowledge that the social, cultural, economic, and political conditions of the past played and continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape.

⁴TPP Treaty Promises and Provisions – By the end of grade 12, students will appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people.