

## Treaty Education Outcomes and Indicators

### Grade One: Learning That We Are All Treaty People

<p><b>TR1<sup>1</sup>:</b> Examine how sharing contributes to treaty relationships.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>➤ Describe how sharing occurs in families, classrooms and communities.</li> <li>➤ Explore, using family and community members as a resource, the diverse views on what it means to share (e.g. the land and resources from the land on which we live).</li> <li>➤ Represent how sharing was of benefit in early contact between First Nation peoples and explorers.</li> </ul>	<p><b>SI1<sup>2</sup>:</b> Examine the connections between intentions and actions.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>➤ Represent how thoughts influence actions through personal examples (e.g., if I intend to be nice, I act in a particular way; or if I intend to help my mother or father, this just remains a nice idea, unless I take action and do something to help them).</li> <li>➤ Describe how some thoughts influence actions (e.g., being thankful and expressing gratitude by saying thank you establishes a pattern).</li> </ul>	<p><b>HC1<sup>3</sup>:</b> Explore the many ways people meet their needs from nature and the land on which they live.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>➤ Describe various uses (e.g., food, clothing, shelter) of buffalo, elk, moose, and caribou, now and in the past.</li> <li>➤ Compare how people, past and present, live on the land (e.g., agriculture, ranching, trapping, fishing, dwellings, and modes of transportation).</li> <li>➤ Explain how people helped and continue to help each other live on this land.</li> </ul>	<p><b>TPP1<sup>4</sup>:</b> Explore what is meant by <i>We are all Treaty People</i>.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>➤ Recognize that treaties contain promises for all people.</li> <li>➤ Represent that all Saskatchewan people are treaty people from the time the treaties were signed, through to today, and into the future.</li> <li>➤ Describe what a promise is using student's personal experiences.</li> </ul>
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### KEY

#### 1 Grade 1

**<sup>1</sup>TR 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.

**<sup>2</sup>SI 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.

**<sup>3</sup>HC 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.

**<sup>4</sup>TPP 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.