

School Division Unknown

Native Studies 38

May 2008

Canada can be a diverse, exciting, productive, caring country...a country where every child has an equal opportunity to grow up full of hope and enthusiasm for the future

Alternative Education Program Preamble

Description of Students:

Students who will be considered for these courses are those whose needs will be met more appropriately in an alternative education course than in a regular or modified course:

- Students who require changes in program pacing, specific skills, content (foundational objectives) and methodology due to ability level, aptitude, attitude, low self-esteem, reading level, comprehension deficits, attention span, and study skills.
- Students who have unique learning styles.
- Students who are not able to function in the regular or modified course. These students often received special education help in elementary and middle school.
- Students who have serious learning problems such as being learned disabled, visually or hearing impaired, chronically health impaired or experiencing social/emotional problems.
- Students who require content which is more practical and hands-on in the application of knowledge.
- Approval of principal.
- Approval of parents and students must be obtained.

Information needed before placement:

- Academic achievement records.
- Special education and language arts teacher reports.
- Standardized testing results.
- Any anecdotal and other records available.
- Study and work habits analysis.
- Attitude and career decisions.

Student Background:

- Student's goals and interests should be discussed in an interview with the student.
- Family background and their expectations and goals for the student should be discussed.
- An analysis of student's peer relationships, classroom decorum and home (family) relationships should be undertaken.

Placement of student into an alternative education program:

Placement of a student into an alternative education program will not take place until gathered information is considered. Responsibility of program implementation of the program resides at the school level. All decisions, however, at the school should be done in consultation with the Special Education Coordinator and/or the Superintendent of Student Services.

Written parental permission is required before the actual student placement occurs. Teachers and administrators shall meet with the parents beforehand to explain the program. Parent/Teacher interviews shall be held at least twice a year and more if necessary.

Bi-annual reviews of each student in a special education program including modified programs should occur (preferably in November and May) and involve all teachers, a school administrator, and the Special Education Coordinator.

A complete re-evaluation of each pupil placed in the alternative education program should be made at least every two years. The student's program and progress is reviewed annually.

Unit One – Aboriginal and Treaty Rights

Aboriginal rights flow from traditional use and occupancy of land, and treaty rights flow from agreements signed between sovereign nations.

E – Emerging P – Progressing A – Achieved

Please refer to Saskatchewan Education Native Studies 30 Canadian Studies Resource Guide

This resource must be used in order for this document to be utilized effectively.

Resources (guest speakers, videos, articles etc.) and on site visits may vary according to area.

Goals and Objectives	18	28	38 *	Skills and Knowledge	Authentic Assessment Strategies	Resources
<p>Knowledge Understand the factors of diversity of Aboriginal nations of Canada (C) (PSVS) Understand the basis of Treaty rights and Aboriginal rights. (C) (CCT)</p> <p>Understand the influences of worldview on daily life (PSVS) (C)</p>			<p>A</p> <p>A</p> <p>A</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Describe factors that affect identity. Identify the similarities and differences in Aboriginal and Treaty Rights. Describe how worldview shapes peoples lives. 	<ul style="list-style-type: none"> Review definitions and concepts related to their own identity Define and discuss 	<ul style="list-style-type: none"> Teacher Generated http://www.saskschools_NativeStudies30 Teacher generated Definition sheets for students Resource Guide p. 117-128(teacher choice)
<p>Values Understand the personal, moral, social, and cultural aspects of Native Studies. (CCT) (PSVS)</p>			A	<p>Values</p> <ul style="list-style-type: none"> Explore two of the Principles of Indian Philosophy. 	<ul style="list-style-type: none"> Refer to 12 Principles of Indian Philosophy through discussion, students will explore two of the principles 	<ul style="list-style-type: none"> Resource Guide p. 119

Unit Two – Governance

Prior to colonization, Aboriginal nations were independent and self-governing. The inherent right to self-determination is continuous.

E – Emerging P – Progressing A – Achieved

Goals and Objectives	18	28	38 *	Skills and Knowledge	Authentic Assessment Strategies	Resources
<p>Knowledge Understand the nature of traditional leadership(PSVS) (C)</p> <p>Understand the nature and basis of Métis systems of governance. (C)</p>				<ul style="list-style-type: none"> • Knowledge Student will identify the characteristics of Aboriginal/Non-aboriginal leadership • Identify the basic of the Metis history and system of governance. Students will develop respect for the ability of the Aboriginal governance to maintain itself. 	<ul style="list-style-type: none"> • Peer and Self-Assessment T-chart present their findings • Informal questioning and discussion 	<ul style="list-style-type: none"> • Curriculum Resource Guide(CRG) p.204-208 Suggested Assessment Guides p. 57-58 • CRG p.220-221
<p>Values Appreciate the developing nature of self-determination and self-government. (C) (CCT) (IL)</p>				<ul style="list-style-type: none"> • Students will develop respect for the ability of the Aboriginal governance to maintain itself. 	<ul style="list-style-type: none"> • Informal questioning and discussion • Informal questioning on two or three topics from the Indian Act, and engage in a talking circle (pg. 105 resource guide about the topics 	<ul style="list-style-type: none"> • p.204-208 Suggested Assessment Guides p. 57-58 • CRG p.220-221 • Choose from CRG p. 229-248 • Curriculum Guide p. 216 • Curriculum Guide p. 36

Goals and Objectives	18	28	38 *	Skills and Knowledge	Authentic Assessment Strategies	Resources
Appreciate factors involved in fairness and equality. (PSVS) (CCT)			P	<ul style="list-style-type: none"> • Student will engage in the dialectical reasoning process. 	<ul style="list-style-type: none"> • Checklist of Positive and Negative Dialectical Reasoning Arguments/Traits • Dialectical Reasoning: Assessment Form 	<ul style="list-style-type: none"> • Adapt Curriculum Guide p. 72-73
Skills/Processes Compare and contrast models of self government.			P	<ul style="list-style-type: none"> • T-Chart models of self government 	<ul style="list-style-type: none"> • T chart Internet to research models of self government 	<ul style="list-style-type: none"> • T – Chart p. 91 Native Studies 10 Curriculum

Unit Three – Land Claims and Treaty Land Entitlements

Aboriginal land claims are classified as comprehensive claims and specific claims.

E – Emerging P – Progressing A – Achieved

Goals and Objectives	18	28	38 *	Skills and Knowledge	Authentic Assessment Strategies	Resources
<p>Knowledge Understand how cultural factors and worldviews influence a peoples’ relationship to the environment. A special relationship exists between Aboriginal peoples and the land. (CCT) (PSVS)</p>			P	<p>Knowledge</p> <ul style="list-style-type: none"> Examine the relationship between Aboriginal peoples and the land. 	<ul style="list-style-type: none"> Silent reading and oral group discussion based on prior knowledge of the values of Aboriginal peoples. 	<ul style="list-style-type: none"> CRG p.303
<p>Values Develop compassion, empathy and fair-mindedness and make positive contributions to society as individuals and as members of groups. (PSVS)</p>			P	<p>Values</p> <ul style="list-style-type: none"> Develop empathy for all persons based upon the understanding of human needs. 	<ul style="list-style-type: none"> Brainstorm qualities of each characteristic Choose a value and role play in partners or groups 	<ul style="list-style-type: none"> Teacher generated examples such compassion, fair-mindedness, honesty and empathy
<p>Skills/Processes Summarize important understandings from a variety of media and sources. (C) (TL)</p>			A	<p>Skills/Processes</p> <ul style="list-style-type: none"> Summarize, interpret and apply information 	<ul style="list-style-type: none"> Teacher read case studies and news stories discussion 	<ul style="list-style-type: none"> CRG Suggested readings 305-310

Unit Four – Economic Development

Development of natural resources relates to Aboriginal rights, land claims and self-government issues.

E – Emerging P – Progressing A – Achieved

Goals and Objectives	18	28	38 *	Skills and Knowledge	Authentic Assessment Strategies	Resources
<p>Knowledge Understand how cultural factors influence a peoples’ relationship to the environment and economic development. (PSVS) (CCT)</p> <p>Understand that a range of perspectives exists regarding development. (CCT) (PSVS)</p>				<p>Knowledge</p> <ul style="list-style-type: none"> • Student will identify factors in education, health and justice that will relate to economic development. 	<ul style="list-style-type: none"> • Internet research Readings Graphs 	<ul style="list-style-type: none"> • CRG p.405-418 Reading p.415 *
<p>Values Appreciate the cultural factors which influence Aboriginal peoples’ relationship with their environment. (PSVS) (CCT)</p> <p>Appreciate the impact of development of natural resources on Aboriginal peoples. (TL) (PSVS) (CCT)</p>				<p>Values</p> <ul style="list-style-type: none"> • Explore how values and beliefs influences behavior. 	Cooperatively develop a list of Aboriginal beliefs, customs, or traditions which affect economic development.	<ul style="list-style-type: none"> • Teacher/Student generated
<p>Skills/Processes Seek information through a steadily expanding network of options, including individuals, databases, agencies and other</p>				<ul style="list-style-type: none"> • Summarize concepts from a variety of perspectives. • Develop understanding of cause and effect 	<ul style="list-style-type: none"> • Web diagrams (concept maps) 	<ul style="list-style-type: none"> • Internet concept maps

libraries. (C) (IL) (TL)				relationships.		
Summarize important understandings from a variety of media and other sources. (C) (TL)			A		<ul style="list-style-type: none"> • Cause and effect chart 	<ul style="list-style-type: none"> • T-chart in Native Studies 10 curriculum guide p. 91

Unit Five – Social Development

Current social issues have an historical basis and continue to impact contemporary Canada.

E – Emerging P – Progressing A – Achieved

Goals and Objectives	18	28	38 *	Skills and Knowledge	Authentic Assessment Strategies	Resources
Knowledge Understand the many factors that have affected social relationships among Aboriginal peoples. (PSVS) (CCT)			P	Knowledge <ul style="list-style-type: none"> The student will describe and summarize factors which affect social relationships in Canada. 	<ul style="list-style-type: none"> Fieldtrip to an Aboriginal site. 	<ul style="list-style-type: none"> Pow Wow (ie: Inquire at any reserve or Aboriginal Cultural Centre)
Values Develop a sense of personal and social responsibility to participate in change for social justice. (PSVS)			P	Values <ul style="list-style-type: none"> The students will appreciate the impact of factors affecting social relationships. 	<ul style="list-style-type: none"> Create 10 questions students want to answer while they are there. Present findings Evaluation of group members Rating scales 	<ul style="list-style-type: none"> Curriculum Guide p. 55-58
Skills/Processes Recognize stereotyping, bias, and racism in media, analyze their use, and understand how discriminatory practices affect various groups and individuals. (PSVS) (CCT)			A	Skills/Processes Identify and describe the factors which affect positive human relationships.	<ul style="list-style-type: none"> Discussion Definitions Examples - Role play 	<ul style="list-style-type: none"> Internet Dictionary Recent News Articles

Selected List of Web Resources with Aboriginal Content

Aboriginal Education Unit, Saskatchewan Education
<http://www.sasked.gov.sk.ca/k/pecs/h/ab/index.html>

Aboriginal Faces of Saskatchewan
<http://collections.ic.gc.ca/faces/women.htm>

Aboriginal Links (Canada and U.S.)
<http://www.bloorstreet.com/300block/abocran.htm>

Ahtahkakoop Publishing
<http://www.ahtahkakooppublishing.com/>

Bill's Aboriginal Links (Canada and U.S.)
<http://www.bloorstreet.com/300block/abocran.htm>

Cradleboard Project (Buffy Saint Marie)
<http://www.cradleboard.org/>

Dene Kede Curriculum – A Resource Book for Teachers
<http://www.learnnet.nt.ca/ECE/ECSS/school/7/index.htm>

http://www.learnnet.nt.ca/ECE/ECSS/earlychildhood_ss.html

Federation of Saskatchewan Indian Nations
<http://www.fsin.com/>

First Nations Education Centre
<http://www.cmsd.bc.ca/schools/fnec/main.html>

First Nations History Theme Page Index
http://www.cln.org/themes/fn_history.htm

First Nations Periodical Index
<http://www.lights.com/sifc/index.htm>

First Nation's Traditional Teaching Units
<http://aboriginalcollections.ic.gc.ca/e/listsubject.htm>

First Peoples on School Net
<http://www.schoolnet.ca/aboriginal/>

Gabriel Dumont Institute
<http://www.gdins.org/>

Indian and Northern Affairs Canada
http://www.inac.gc.ca/index_e.html

INCA – Kids Page for Students and Teachers
http://www.inac.gc.ca/ks/english/4000_e.html

Index of Native American Book Resources on the Internet
<http://www.hanksville.org/NAresources/indexies/NAbooks.html>

Indigenous Peoples' Literature
<http://www.indigenouspeople.org/natlit/natlit.htm>

Links for First Nations
<http://www.treaty7.org/links/links.htm>

Maracle, Dawn T., Queen's University at Kingston – Iroquois Creation Story
<http://collections.ic.gc.ca/curriculum/iroquois/iroquois.htm>

Metis Resource Centre

www.metisresourcecentre.mb.ca

National Library of Canada – Native

Canadian Women Writers

<http://www.nlc-bnc.ca/6/3/s3 - 201 -.html>

National Aboriginal Achievement
Foundation

<http://www.naaf.ca/cnaf.html>

Native American Authors

<http://www.ipl.org/ref/native/>

Native American Authors – Teacher
Resources

<http://falcon.jmu.edu/~ramseyil/natauth.htm>

Native American Authors – Internet Public
Library

<http://aristotle.sils.umich.edu/cgi/ref/native/browse.pl/authors>

Native American Books (includes reviews)

<http://www.kstrom.net/isk/books/authidx.html#b>

<http://www.kstrom.net/isk/books/bookmenu.html>

Native American Indian Resources (includes
Canadian content)

<http://www.kstrom.net/isk/mainmenu.html>

Native Authors (closing)

<http://nativeauthors.com/index.html>

Norval Morrisseau and Medicine Painting

http://www.kstrom.net/isk/art/morriss/art_morr.html

Oyate (Books and reviews)

<http://www.oyate.org/main.html>

Saskatchewan Evergreen Curriculum

<http://www.sasked.gov.sk.ca/>

Saskatchewan Indian Cultural Centre

<http://www.sicc.sk.ca/>

Saskatchewan Indian Federated College

<http://www.sifc.edu/>

Storytellers and Native American Authors
Online

<http://www.hanksville.org/storytellers/alfa.html>

Saskatchewan Teacher's Federation

<http://www.stf.sk.ca/>

Taken from *Native Studies 10: Resource
Based Focus*

<http://www.centralischool.ca/wbrd>

Saskatchewan Teachers Federation Stewart Resource Centre Library Resources

Allen Sapp's art (kit): through the eyes of
the Cree and beyond
Call # 759.11 A425

American Indian contributions to the world.
Buildings, clothing, and art
Keoke, Emory Dean
Call # 704.0397

American Indian contributions to the world.
Food, farming and hunting
Keoke, Emory Dean
Call # 641.30089 K37

American Indian contributions to the world.
Science and technology
Keoke, Emory Dean
Call # 500.8997 K37

American Indian games
Miller, Jay
394.308997 M648

The best of Saskatchewan Indian Cultural
Centre (sound recording)
Call # 781.6297 B561

Buffalo Hunt
Freedman, Russell
Call # 978.00497 F853

Canada's First Nations
Wood, Les
Call # 372.83 W876

The Cree people
Cardinal, Phyllis
Call # 970.004973 C267

Easy-to-make Plains Indians teepee village
Smith, A.G.
Call # 973.0497 S642

Exploring Aboriginal culture (kit): then and
now
Call # 971.00497 E96

He who flies by night: the story of Grey Owl
Punshon, Lori
Call # 639.9092 P984

Houses of bark: tipi, wigwam and
longhouse: Woodland Indians
Shemie, Bonnie, 1949 –
Call # 372.83 S545
Lacrosse: the national game of the Iroquois
Hoyt-Goldsmith, Diane
Call # 796.347 H869

The last of the Mohicans (video recording)
Call # 973.26 L349

The learning circle: classroom activities on
First Nations in Canada
Call # 372.83 L438

Legends of the elders (kit)
Friesen, John W.
Call # 398.208997 F912

Native American art and culture
January, Brendan
Call # 704.0397 J35

Native American family life
Williams, Colleen Madonna Flood
Call # 970.00497 W722

Pakan: Cree grade 6: activity book
Call # 497.3 P152

Pakan: Cree grade 6: student book
Call # 497.3 P152

Pakan: Cree grade 6: teacher's guide
Call # 497.3 P152

People of the buffalo: how the Plains
Indians lived
Campbell, Maria, 1940 –
Call # 971.00497 C189

Readers theatre: part 1: native legends
Reed, Nat
Call # 372.676 R325

Sitting Bull (video recording): part 1
Call # 970.00497 C533
Sitting Bull (video recording): part 2
Call # 970.00497 C533

The song within my heart
Bouchard, David
Call # 971.00497 B752

Teaching treaties in the classroom (kit)
Call # 342.710872T784 Oversize

Treaty education kit, K – gr. 6 (kit)
Call # 342.710872 S252 Oversize

Working in harmony: a new way of learning
and leading: units of study, 2004-2005
Call # 372.83 W926 Oversize

Purich Publishing Ltd.

Aboriginal Self-Government in Canada:
Current Trends and Issues, 3rd Edition

Videos

- Media Group (see Resource Guide Native Studies 30)
- Canada: Growth and Change (video series)
- Royal Commission on Aboriginal Peoples: Final Reports and Videos