

Final Report

Metis Settlements

General Council

K-6 Curriculum Review

Engagement

2022



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Introduction



Alberta Education released the Draft K - 6 Curriculum on March 29, 2021. In September 2021, the Alberta Government invited the Metis Settlement General Council to draft a response that would outline feedback from settlement members on the K - 6 Draft Curriculum. Feedback is to be gathered through various means and reported via an interim report (provided October 2021) and the Final Report.

Interim Report

- The Interim Report summarized current reviews and feedback on the Metis Content found in the Draft Curriculum. The report presented a summary of published and unpublished feedback dating back to the Draft Curriculum release in March 2021.

Final Report

- The Final Report provides an outline of the engagement process undertaken and a detailed overview of all feedback acquired from the completed engagement processes.

Both the Interim and Final Reports are to provide a comprehensive summary that includes the following:

- Detailed and specific feedback, by grade and or subject, outlining;
 - Recommendations on the age appropriateness of Metis Content
 - Potential refinements to the sequencing of learning
 - Metis supports and resources needed for implementation
 - Areas of strengths and opportunities for Metis Content in the Draft K - 6 Curriculum

This report was submitted by Laura Houle-Tapson to the Metis Settlement General Council on January 5, 2022.

Executive Summary

The purpose of the Metis Settlement K-6 Curriculum Review was to engage members of the Eight Metis Settlements (living both on and off Settlement) in providing evaluation and feedback on the Alberta Education K-6 Draft Curriculum. The engagement process included face-to-face, virtual, and online opportunities to provide feedback on the Metis Content in the Draft K-6 Curriculum.

The engagement process allowed members to discuss, evaluate and provide feedback on Metis content in six subject areas, encompassing Kindergarten to grade six. Respondents overwhelmingly agreed that the K-6 Draft Curriculum fails to provide content encompassing the history, legacy, structure, and contributions of Metis Settlements in Alberta across all grade and subject areas. Settlement members who participated in the engagement process expressed their concern with the repeated tendency to pool together Indigenous people in Alberta, failing to acknowledge the unique, diverse, individual cultures, particularly that of Metis in Metis Settlements. Participants identified this pan-indigenous approach as one piece of evidence highlighting the undercurrent of tokenism present in the K-6 Alberta Education Draft Curriculum.

As stated in the Ministerial Order on Student Learning (2020), it is imperative that the new curriculum help students "develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous people in Alberta and Canada" (p. 2). This final report provides subject and grade-specific feedback and highlights opportunities for content inclusion and resources to meet the Ministerial Order for Student Learning goals.

It is important to note that although this report features grade-specific feedback and general recommendations, the overwhelming assessment is that the Draft Curriculum is beyond fixing. The feedback strongly affirms that it is necessary to start again at day one, creating a curriculum with the overarching goal of decolonizing education in Alberta.



Engagement Process

The purpose of the Metis Settlement K-6 Curriculum Review was to engage members of the Eight Metis Settlements in providing evaluation and feedback on the Alberta Education K-6 Draft Curriculum. The remainder of this report focuses on feedback received through the engagement process and includes summaries of engagement activities.

Engagement Strategy

Due to the majority of participants being primarily non-educators, unfamiliar with the curriculum, each engagement activity included an opportunity to learn about the Metis Content in the Draft Curriculum.

Engagement activities set out to collect feedback from members of the Metis Settlements on:

- Areas of Concern as it pertains to the specific Metis Content
- Recommendations on age appropriateness as it pertains to the teaching content specific to Metis culture
- Identification of supports school authorities and teachers will need to consider in permeating Metis Content as part of the planning and implementation of the provincial curriculum.
- Areas of strengths and opportunities in the draft K-6 Curriculum to present from a Metis perspective

Engagement Opportunities

Engagement spanned approximately two months and included a variety of participation options.



Website, Online Survey and Social Media

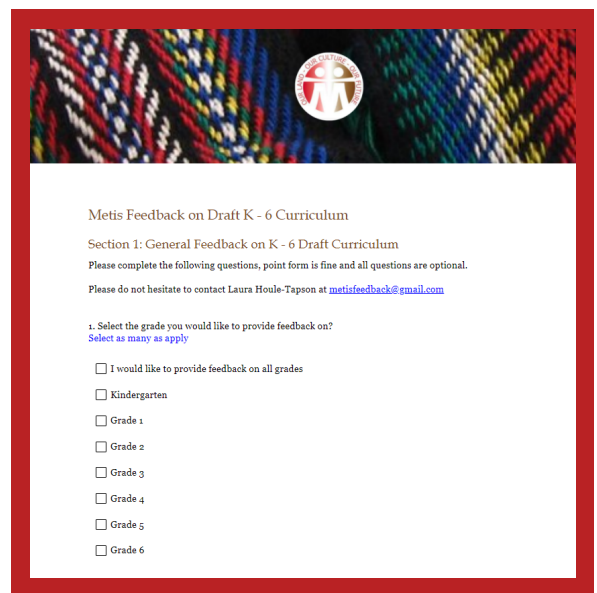
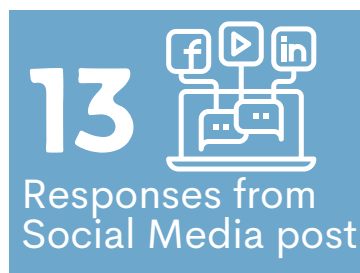
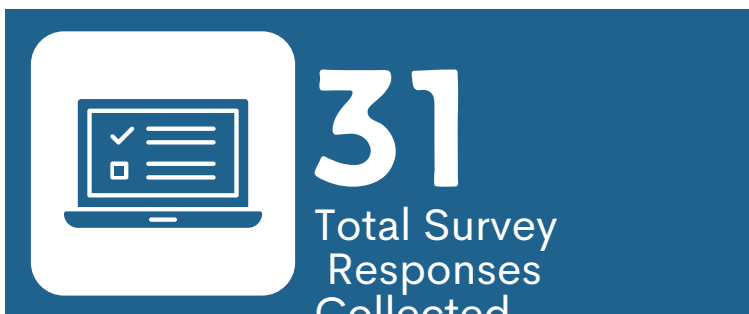
Website

Metisfeedback.ca was created to provide Settlement Members with an opportunity to learn about Metis Content in the Draft Curriculum and provide feedback at their leisure. In addition to identifying all Metis content, First Nations and Inuit content was also highlighted in separate documents. Also included were reports and feedback from Metis educators, institutions, and other professionals on the Metis content in each subject area.



Online Survey

A survey was created using SurveyMonkey to collect feedback online. Participants had the option to complete the survey anonymously. The survey could be completed in various ways; providing general feedback, feedback on a specific subject area, and feedback on multiple subject areas.



Social Media

A Facebook and Instagram account was created for the purpose of engagement; however, the Facebook account was the primary means of Social Media communication. Social Media was used to promote the virtual and in-person sessions, encourage visits to the website and prompt members to complete the online survey.



Virtual Sessions

Five virtual sessions were completed—three for the general public, one for Settlement educators, and one for Metis Settlement General Council Executives.

The purpose of the session for Settlement educators was to call attention to the website and online survey. Educators were asked to view the website and then provide feedback via the survey.

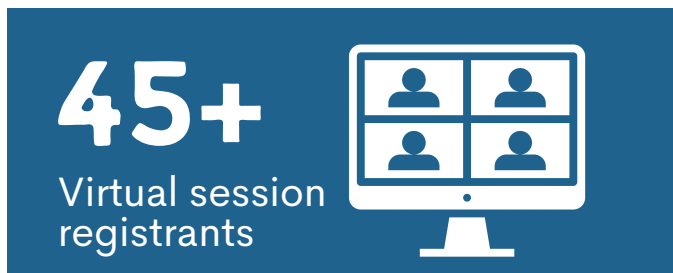
Two of the public virtual sessions were structured around the concept of storytelling. Storytelling is an essential part of Indigenous culture. It is used as a teaching practice to pass on the components of a culture.

In these storytelling based sessions, aspects of the curriculum were presented as a narrative, allowing participants to see how the curriculum would look if implemented. The story was written from the perspective of a child in grade 2. The story highlighted the contextual factors that may impact the student. The student in the story lived in a Metis Settlement, a familiar context to the participants. Once participants had heard the story, they were invited to share their personal thoughts of what they would like to see; what they envision the curriculum to include.



The other two virtual sessions, one for the public and one for the Metis Settlement General Council Executive, focused on providing participants with an overview of the Metis content in all grade levels and subject areas. As each subject area was presented, participants were asked to provide feedback. The structure for feedback was as follows:

- Areas of concern
- Recommendations on adding Metis Content
- Resource Recommendations
- Areas of Strength



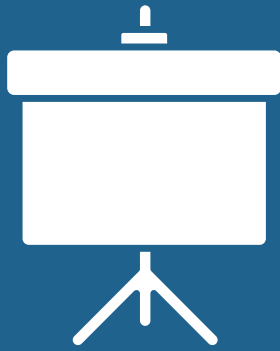
In-Person Sessions

Five of the Eight Metis Settlements held in-person engagement sessions; Paddle Prairie, Fishing Lake, East Prairie, Elizabeth and Gift Lake. Covid-19 prevented sessions from taking place in Buffalo Lake and Kikino. Peavine was unable to host a session due to scheduling concerns. Settlement members in Peavine, Buffalo Lake and Kikino were encouraged to participate in one of the virtual sessions or provide feedback via the website and online form.



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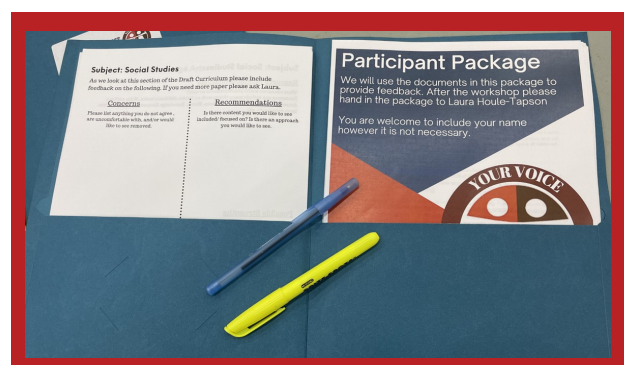
In-Person Participants



The in-person engagement session structure was as follows:

- Introductions and agenda overview
- Participant package overview
- Viewing the Ministerial Order on Student Learning (2020)
- Background on the Draft Curriculum and the Engagement Process
- Outline of the Interim Report (Oct 2021)
- Metis Content Summary for each Subject area and Grade level
 - After each Subject area was reviewed, participants had time to discuss and provide feedback (written and verbal).

A PowerPoint Presentation was used to guide participants through the process, and Participant Packages were provided. The packages included all pertinent information; the Ministerial Order on Student Learning, excerpts from the October 2021 Interim Report and the Metis content from all subject areas and grade levels. Also included were graphic organizers to assist participants in providing feedback. The graphic organizer prompted participants to identify Concerns, strengths, opportunities for Metis content and resource recommendations. Copies of the graphic organizer template can be found in Appendix A.



Social Studies



The majority of feedback expressed concern with the Social Studies K-6 Draft Curriculum. Settlement members struggled with the sequence of learning and the focus on Ancient Greece, Rome, and Egypt in the early years. Universally the biggest concern to come out of the feedback was the exclusion of Metis Settlements. Metis Settlements were only mentioned twice in the entirety of the Social Studies Draft, and these were a simple outcomes for students to learn the names of the eight Metis Settlements. As one participant stated:

“

Alberta is the only province with Metis Settlements. This should be a source of pride for Albertans and should be reflected in the Curriculum. Having so little mention and no focus on the history, structure, and contributions of Metis Settlements in Alberta is an insult (Anonymous).

”

Participants also commented on the repeated focus on Francophone settlements. While acknowledging the importance of Alberta's students learning about Francophone settlements, respondents repeatedly emphasized that Metis Settlements should get equal emphasis, and the unique situation of Metis from Metis Settlements should also be highlighted.

On December 13th, 2021, Alberta Education announced they would not move forward with the Social Studies K-6 Draft Curriculum. This information came before the last in-person session and prior to two virtual sessions. Notwithstanding this announcement, the feedback provided by settlement members on the Social Studies K-6 Draft Curriculum is essential and valuable; hence, the engagement activities that took place after the announcement continued to collect feedback on the 2021 Social Studies Draft K-6 Curriculum. The feedback presented in this report reflects this. It is the hope that future Social Studies Curriculum developers will use this feedback and apply it to the future curriculum.

This section of the report will provide feedback specific to the Social Studies K-6 Draft Curriculum. This section also includes feedback collected for the Interim report.

Section structure is as follows:

- General Recommendations
- General Concerns
- Grade Specific Feedback

Social Studies

General Recommendations

- **History** of Metis Settlements in Alberta must be included
 - L'association des Métis d'Alberta et des Territoires du Nord-Ouest (later called the Métis Association of Alberta)
 - Ewing Commission
 - Métis Population Betterment Act
 - Original 12 Metis Settlements
 - Alberta Federation of Métis Settlement, today called the Metis Settlements General Council
 - Alberta-Métis Settlements Accord
 - Metis Settlements Act
 - Metis Settlements Land Protection Act
 - Constitution of Alberta Amendment Act
 - Metis Settlements Accord Implementation Act
- **Introduce** students to how Metis came to be recognized by others as an unique group of Indigenous people
- **Include** Metis, First Nation and Inuit content and perspectives in all subject areas and all grade levels.
- **Learn** about Alberta's Metis Settlements and why Alberta is the only Province that has Metis Settlements and learn what life is like on a First Nation Reserve
- **Increased** focus on current events

General Recommendations

- **Reduce** overall Knowledge content especially in lower elementary
- **Increase** relevant and contextual learning and understandings about the impact of newcomers and colonial ideologies in what is now Canada
- **Include** a focus on inherent rights of Indigenous peoples
- **Consistently** recognize Metis as a distinct group of Indigenous people
- **Language** and terms must be consistent throughout and reflect Indigenous terminology
- **Discard** language that is subjective. Subjective language increases the tendency to focus on Eurocentric values and beliefs (ex: *ancient wisdom - who decides what ancient wisdom is? Where is ancient wisdom derived?*)
- **Colonization** should be included terminology in the Organizing Ideas
- **Geography** in elementary, particularly K - 4 should be contextual and local to Alberta
- **Focus** more on Metis, First Nation and Inuit, less on the United States of America
- **Increased** focus on Canada, less emphasis on the 'Historic' places in other countries.
- **Include** information on the Metis Sash and Red River Carts
- **History** of the establishment of the Metis Settlements
- **Discuss** the harm perpetrated against Indigenous people as a result of systematic Racism and bias at an early age
- **Introduce** students to the history and continued impact of Residential schools at a early grade level
- **Include** exploration of family trees
- **Include** the history of towns that were once Metis Settlements and/or Metis colonies such as Saint-Paul-des-Métis.
- **Include** Louis Riel's role in establishing the province of Manitoba
- **More** focus on the Treaties. Explore why Metis are not included in the Treaties
- **Look** at the calls to action at an earlier grade and the Truth and Reconciliation Commission of Canada
- **Students** should learn about their own history at a young age before learning European ways.

General Recommendations

- **Highlight** the significance of Metis people in the development of Canada, Early Fur Traders, Alberta's Metis Settlements and why it's the only province the Government issued settlements in.
- **Explore** Metis communities and the characteristics and Metis rights one has living on a settlement.
- **Feature** Metis political and educational leaders in Alberta
- **Include** more information on the Indian Act. Look at how it does, or doesn't, impact Metis people in Alberta, particularly those from a Metis Settlement.

General Concerns

- **Online** overview states, Students [will] develop gratitude for the sacrifices of those who came before us, beginning with the First Nations, Métis, and Inuit peoples, yet in the majority of the Social Studies Draft First Nation Metis and Inuit are mentioned very little in the early grades and when mentioned the outcomes are often listed last in a series of outcomes
- **History** of Metis people is omitted from much of the Social Studies Draft Curriculum. Little or no mention of
 - The establishment of the Metis Settlements
 - Metis Script
 - Metis known as the 'road allowance people' and why
 - Impact of Residential schools, Day schools, and the sixties scoop on Metis people
- **Does** not respond to the Truth and Reconciliation Commission's Calls to Action with regard to teaching about Residential Schools
- **Too much** emphasis on American, French, etc. while excluding Metis
- **Content** is too complex for young students
- **French** Settlements repeatedly highlighted while Metis Settlements often excluded
- **Too** much focus on Religions
- **Presenting** historic figures such as John A. McDonald in a strictly positive light is misleading
- **Content** in the Draft Social Studies is not age appropriate to the students abilities, skill level, and readiness. The Social Studies curriculum is so overwhelming, includes too much content and it that would be unrealistic to expect students and teachers to be able to cover all of this content each year and expect a deep level of understanding
- **Inconsistency** in the scope and sequence of learning. Erratic and often times incompatible information contained within the Organizing Idea and related Guiding Questions and Learner outcomes

General Concerns

- **Inconsistent** inclusion of Indigenous people, particularly the Metis which at times are included with First Nations and Inuit and other times left out
- **Exclusion** of First Nation, Metis and Inuit; absent from the Kindergarten and Grade 2 Social Studies Draft Curriculum
- **Metis** are only mentioned once in the grade 1 Social Studies Draft Curriculum
- **Highly** fact based with few opportunities for critical thinking
- **Metis** are often failed to be recognized as a distinct group of indigenous people
- **Indigenous** content and outcomes are often listed last for Organizing Idea
- **Knowledge** content is extremely heavy across curriculum, particularly in lower elementary
- **Excluding** content within the context of Alberta while focusing on content and information pertinent to the United States of America and Europe
- **Erratic** and irregular inclusion of Indigenous history, knowledge, contributions, and understandings. Gives the impression of tokenism.

Grade Specific Feedback

The Social Studies Draft Curriculum is structured around 5 Organizing Ideas, History, Civics, Geography, Economics and Financial Literacy. The following feedback is specific to grade-level and only includes Organizing Ideas, Guiding Questions and Learner Outcomes with relevant Metis content that participants provided feedback on.

Grade 1

Organizing Idea: History

History: Understanding the history of our province, nation, and world and developing cultural literacy allow us to appreciate the varied richness of our shared human inheritance of original writings, artifacts, stories, beliefs, ideas and great cultural and artistic achievements from different times and places. Lessons of the past and knowledge of diverse experiences help us overcome ignorance and prejudice and recognize our common humanity and dignity

Feedback:

The use of the word 'our' is possessive and implies ownership

Lessons should be of the colonial past and knowledge of the Injustices and diverse experiences

Guiding Question:

What is the history of First Nations and Inuit in the traditional territories of what is now Alberta?

Feedback:

History of Metis in traditional territories should be included

Learning Outcome:

Students explore First Nations and Inuit migration patterns, stories, and ideas as they existed on traditional territories before the arrival of people from Europe and other parts of the world.

Knowledge:

timeline: First peoples to now; chronology of migrations and settlement

Feedback:

No definition of First Peoples

Not including Metis as first peoples denies ancestry and indigeneity

Understanding:

Humans first arrived in North America about 30 000 years ago and migrated throughout the continent.

Feedback:

Euro-centric thought process, Indigenous people believe that their ancestors come from the land-creation stories

Developmentally inappropriate - 30 000 years is an abstract concept that would be difficult for young children to grasp

Skills & Procedures:

Explain a simple visual timeline and map showing migration patterns into and across the continent

Feedback:

This would require a resource that could authentically reflect teachings and beliefs from many Indigenous groups as well as be developmentally appropriate (reading level, etc.) for grade 1.
Encourage in-person or virtual visits to historical sites

Grade 1 Organizing Idea: History

Guiding Question:

How do the origins and legacies of ancient civilizations relate to the present?

Learning Outcome:

Students identify important ideas, social structures, cultural practices, and monumental legacies that ancient civilizations have contributed to modern day

Feedback:

The use of 'ancient civilizations in this section implies that the First Nation, Metis and Inuit mentioned are considered ancient and not vibrant, current cultures

Knowledge:

First Nations, Métis, and Inuit had different languages and unique cultural practices, such as Blackfoot peoples and the bison hunt on the plains (Head Smashed-In Buffalo Jump).

Feedback:

Use of the word 'had' should be 'has'

Understanding:

Each Indigenous society had its own language and/or dialect.

Feedback:

Use of the word 'had' should be 'has'
Content heavy – there are thousands of Indigenous societies
Age- appropriate resources would be difficult to acquire

Skills & Procedures:

Compare two different American Indigenous cultures, such as Blackfoot or Plains Cree and one or more early Central or South American civilization

Feedback:

Too much focus on American content when there should be a focus on Alberta

Grade 1

Organizing Idea: Civics

Civics: Canada's constitutional monarchy, democracy, rule of law, and citizenship are understood through knowledge of the origins and development of various contrasting political traditions and ideas.

Feedback:

Should state:

through knowledge of *colonial* origins and development of various contrasting political traditions and ideas.

Guiding Question:

What aspects of past civilizations continue to influence the way people live within societies today?

Feedback:

Use of the word 'past' implies Indigenous groups in this section do not currently exist.

Learning Outcome:

Students identify structures and governance of early civilizations.

Knowledge:

Different societies and social groups were organized in different ways, and chose leaders in different ways; e.g. hereditary chiefs/kings, military leaders, or leaders chosen for specific skills (healing, religious knowledge/insight) or character by some or all of the group.

West coast and some interior First Nations have traditions of Potlatch (Pacific North West) and gift giving.

talking circles: The circle symbolizes wholeness, completion, and a way of discussing matters.

Feedback:

Does not relate to the Organizing Idea

Teachings around talking circles – where would educators learn the teachings? Would be difficult in rural settings.

Understanding:

Two main types of rulers include hereditary and chosen by the people.

Reciprocation through gift giving is a key way to acknowledge and build friendly relationships amongst First Nations cultures.

First Nations and Inuit decision-making practices can include assembling in a circle, saying a prayer, and including everybody in discussion.

Feedback:

Only recognizes two types of rulers. This is a linear and Eurocentric way of thinking

Reciprocity is mutual

These understandings should include all Indigenous groups

Skills & Procedures:

Explain who ruled in early societies and how it was determined in ancient times.

Recognize the role of protocols and customs in First Nations and Inuit communities, which were unfamiliar to the ways of early Europeans.

Feedback:

Exclusion of Metis

Opportunity to discuss residential schools and government restrictions on Indigenous people as one way Europeans reacted to what was unfamiliar

Grade 1

Organizing Idea: Geography

Geography: Understanding the world we live in, and the relationship of people and places, is supported by knowing features of the natural and political world, such as oceans, mountain ranges, and boundaries.

Guiding Question:

Why do people move and settle in different places?

Learning Outcome:

Students explain reasons for migration and settlement of ancient civilizations.

Feedback:

Should also include Indigenous people

Knowledge:

maps and globes related to the early Indigenous and ancient world:

- Asia
- Beringia
- Arctic
- Tundra
- Woodlands
- Plains
- equator

Feedback:

This outcome is vague. There should be more information on how the list relates to early Indigenous people. Should include Turtle Island.

Understanding:

Spatial understanding of key locations and positioning in the Americas and the early world

Feedback:

Not age appropriate for grade 1
Context should reflect Alberta

Skills & Procedures:

Finding the location of places on a map: legend, directions, distance

Distinguish between types of community, including city (urban) or farm (rural).

Discuss why people, past and present, often choose to settle along rivers.

Feedback:

Types of communities should include Metis Settlements, as well as Reserves
Highlight historic Metis sites in Alberta

Knowledge:

Natural disasters and their impact: famine, wars, disease, drought, floods, and fires

balance of nature and respect for the environment.

Feedback:

Treaty Agreements and Scrip are reasons for Migration and Settlement

Can be seasonal - there is room here for Indigenous ways of knowing, being and doing

Examples of natural disasters in Indigenous communities (i.e., Paddle Prairie Fire)

Understanding:

Natural disasters impacted early and ancient civilizations; armies and disease.

wildfires and wind breaks, conservation of scarce resources (water)

Feedback:

Disease was also a result of colonization, not only Natural Disaster

Natural disasters Disproportionately impact Indigenous communities more severely

Grade 1 Organizing Idea: Economics

Economics: Knowledge of basic economic concepts, such as needs, wants, resources, labour, innovation, trade, and capital, will build toward an understanding of economic systems.

Guiding Question:

How do people meet their needs and wants and make a living?

Learning Outcome:

Students explain how work, money, and resources can help people meet their needs and satisfy their wants.

Feedback on overall Organizing Idea: Economics Grade 1:

Metis are not included at all

Focus on abstract concept of money, surplus, etc. is not age appropriate

Failure to address First Nation Reserve Water Crises when discussing renewable resources

Failure to address Indigenous roles and responsibilities in protecting renewable resources.

Grade 2

Organizing Idea: History

History: Understanding the history of our province, nation, and world and developing cultural literacy allow us to appreciate the varied richness of our shared human inheritance of original writings, artifacts, stories, beliefs, ideas and great cultural and artistic achievements from different times and places. Lessons of the past and knowledge of diverse experiences help us overcome ignorance and prejudice and recognize our common humanity and dignity

Guiding Question:

What did ancient and medieval civilizations contribute to today's world that has enduring value?

Learner Outcome:

Students explore ancient civilizations and the ideas that have endured over time and have contributed to our heritage and traditions.

Knowledge:

Ancient peoples told stories that were passed down from one generation to the next, such as myths and legends of Greece, China, and Africa.

World religions that believe in one God (monotheistic): Judaism, Christianity, and Islam have common roots. art and architecture: Greco-Roman, Chinese, and African ruins and monuments, such as Acropolis, Pantheon, Roman Colosseum, Great Wall, Sphinx, pyramids

Feedback:

Should be in the Context of Alberta and local to students communities

Inclusion of Indigenous People's contributions

Too much focus on world religions and ancient cultures from outside of Canada when the focus should be on Alberta and relevant to the students in Alberta. Content is not within the context of a metis student in a Metis Settlement

Skills and Procedures:

Read aloud Greek, Chinese and African myths/legends and ask students to retell the stories.

Explain belief systems associated with Judaism, Christianity, and Islam.

Recognize examples of classical architecture and monuments and explain some of the reasons why they were built.

Compare a world view from an ancient civilization to a present one.

Feedback:

Context should reflect Alberta and local context

Include Indigenous knowledge, teachings and stories

Include Indigenous Spirituality in section on belief systems

Opportunity to discuss architecture and monuments important to Metis people in Alberta

Grade 2

Organizing Idea: History

Guiding Question:

What aspects of past civilizations continue to influence the way we live?

Learner Outcomes:

Students analyze some major contributions of ancient Western and Eastern civilizations to life and society today.

Feedback:

This section does not include Indigenous contributions.

Focus is on Ancient Greece, Ancient Rome, Monotheistic religions, Middle East, the Silk Road, Anglo Saxon Tradition, and Chinese history. This is not developmentally appropriate sequence of learning nor is to set within Alberta context

The majority of the information in this area of the Draft is in the grade 6 or higher of the current Social Studies Curriculum. Moving it to grade 2 is not age appropriate.

Grade 2

Organizing Idea: Civics

Civics: Canada's constitutional monarchy, democracy, rule of law, and citizenship are understood through knowledge of the origins and development of various contrasting political traditions and ideas.

Guiding Question:

What are some of the ways we are governed that can be traced back to the ancient and medieval world?

Learning Outcome:

Students understand the history of hereditary rulership (monarchy) and the origins of modern forms of democracy.

Feedback:

The focus of the Learner Outcomes are Eurocentric and not age appropriate.

Focus is on Ancient Greek and Rome concepts of Hereditary leadership. No mention of Indigenous ways of understanding leadership.

Should include a focus on the Indigenous influence on current forms of democracy

Grade 2

Organizing Idea: Geography

Geography: Understanding the world we live in, and the relationship of people and places, is supported by knowing features of the natural and political world, such as oceans, mountain ranges, and boundaries.

Guiding Question:

Where did the earliest civilizations of the Middle East, Europe, and Asia originate?

Learning Outcome:

Students describe ways that ideas, beliefs, religion, and cultural practices spread back and forth between the Middle East, Africa, Europe, and Asia, and eventually to other places around the world.

Feedback on overall Organizing Idea: Geography Grade 2:

Alberta and Canada are not included

Metis and other Indigenous groups are not included

There is a disconnect between the Organizing idea and the learning outcome.

Geography in grade 2 should be contextual to Alberta, Canada and the students local community

Grade 2

Organizing Idea: Economics

Economics: Knowledge of basic economic concepts, such as needs, wants, resources, labour, innovation, trade, and capital, will build toward an understanding of economic systems.

Guiding Question:

How did bartering evolve to money exchange in order to better meet needs and wants through trade and business?

Learning Outcome:

Students examine the development of bartering into a system of money exchange and explore how businesses meet the needs of communities.

Feedback on overall Organizing Idea: Economics Grade 2:

Focus is too much on Ancient China, Mongol Empire and the silk trade. Little inclusion of Alberta Context

Missed opportunity to include discussions about the fur trade and specifically Metis involvement

Missed opportunity to focus on the bartering system as an original form of economy in Canada (pre-colonization).

Opportunity to discuss the change in economy following colonization - introduce the world colonization.

Grade 3

Organizing Idea: History

History: Understanding the history of our province, nation, and world and developing cultural literacy allow us to appreciate the varied richness of our shared human inheritance of original writings, artifacts, stories, beliefs, ideas and great cultural and artistic achievements from different times and places. Lessons of the past and knowledge of diverse experiences help us overcome ignorance and prejudice and recognize our common humanity and dignity

Guiding Question:

How did the world change with colonization of North America?

Learner Outcome:

Students describe key events of European exploration, contact with First Nations, the fur trade, and the expansion of New France.

Feedback:

Mentions Fur trade in the Learner Outcome, however there is no reference to the Fur Trade or Metis people in the Knowledge, Understanding, or Skills & Procedures

Knowledge:

concept of “The Modern Age” – the European age of discovery, exploration, and colonization (Early Modern Era, 1450–1750): the search for routes by sea to India, the East Indies – Christopher Columbus to the “West Indies” (1492); Vasco da Gama around Cape of Good Hope to India (1497–1499); Ferdinand Magellan’s voyage of circumnavigation (1519– 1522)

early contact between Europeans and Indigenous peoples: John Cabot and Grand Banks, sea silver (England, 1497), Jacques Cartier (France, 1534–1541), and Ill-Fated Settlement at Cap Rouge

early encounters with Chief of Stadacona tribe Donnacona, taking of his two sons, and deteriorating relations, scurvy, cedar bark tea remedy, finding of “Route to Canada”

origin of name Canada (Kanata), first social club (Order of Good Cheer, 1606), and meeting with Sagamore Membertou (Mi’kmaq)

founding of New France: Samuel de Champlain (1605–1632), Port Royal, Quebec Habitation, Stadacona, Hochelaga, Cross on Mount Royal “claimed” for France

Feedback:

Include impact of Christopher Columbus and the European 'age of discover' on Indigenous people around the world.

Explain what is mean by 'Indigenous peoples' - who is being referred to here? First Nations, Metis, Inuit?

Jacques Cartier is a controversial figure - this information should be included if he is to be included

Inaccurate information on 'cedar bark remedy'

Include the enduring impact the 'Doctrine of Discovery' has on indigenous peoples.

Grade 3

Organizing Idea: History

Knowledge:

expansion of the fur trade to interior and into the North West: finest beaver pelts (castor gross), voyageurs, coureur des bois, and Catholic missionaries. brandy trade, origin of Montreal fur trade, Nor'Westers

the “Black Robes” (Catholic missionaries), Father Lacombe (1827–1916) priest and pioneer

Feedback:

Should also include the Metis

Not age appropriate. Too much content for grade 3. Was previously in grade 5 and further explored in grade 7

This is a missed opportunity to introduce residential schools. Father Lacombe a controversial figure, should be included if he is to be included as well.

Understanding:

The fur trade was important to New France; the frontier was fortified, and crop production was mostly to sustain the local population.

Feedback:

Inclusion of Metis must be present whenever the Fur Trade is addressed

Impact of the Fur trade on Indigenous people

Understanding:

Weigh differing viewpoints: Why was land important to Indigenous peoples and the French fur traders?

Why was French the first European language spoken in what is now Alberta?

Feedback:

Questioning tactic is Eurocentric - there should be no 'playing devils advocate'

Michif was the first European influenced language

Grade 3

Organizing Idea: History

Guiding Question:

What impact did British colonization have on the remaining British North American colonies in what became Canada

Learner Outcome:

Students examine the fall of New France, British colonization, and how the American War of Independence altered the course of Canada's evolution and how changes in Canada are reflected in the Canadian emblems, symbols, and songs.

Feedback:

There is no prior mention of America that would make this sections learning sequential

Focus on America when there has not been adequate exploration of Alberta and the students individual context.

Inappropriate for grade 3. It is currently in the grade 7 Social Studies Curriculum

Grade 3

Organizing Idea: Civics

Civics: Canada's constitutional monarchy, democracy, rule of law, and citizenship are understood through knowledge of the origins and development of various contrasting political traditions and ideas

Guiding Question:

What were the earliest forms of government in Canada from New France to British colonial rule

Learner Outcome:

Students examine how government and society in New France were distinctly French and how it gradually evolved into a British system with its own governors, parliament, and courts.

Feedback:

Developmentally inappropriate

Sequence of learning is irregular and erratic. There should be introduction of Governance at a local level (which should include learning about governance of Metis Settlements) that progresses to governance at a provincial level before these learner outcomes.

Grade 3

Organizing Idea: Geography

Geography: Understanding the world we live in, and the relationship of people and places, is supported by knowing features of the natural and political world, such as oceans, mountain ranges, and boundaries

Guiding Question:

Why is geographic knowledge essential for understanding historical changes, movements of people, and the spread of colonies around the world?

Learner Outcome:

Students locate and discuss how geographic locations of colonies, exploration routes, migrations of people, and changing boundaries is important in understanding past and present developments.

Feedback:

The power of naming on maps is a colonial strategy

Inclusion on placement of Indigenous people onto reserves should be included

Location of Metis Settlements in Alberta, past and present, should be included

There is no acknowledgement that there were original Indigenous place names before western place naming occurred.

Grade 4

Organizing Idea: History

History: Understanding the history of our province, nation, and world and developing cultural literacy allow us to appreciate the varied richness of our shared human inheritance of original writings, artifacts, stories, beliefs, ideas and great cultural and artistic achievements from different times and places. Lessons of the past and knowledge of diverse experiences help us overcome ignorance and prejudice and recognize our common humanity and dignity

Guiding Question:

How did Alberta and the North West develop during the expansion of the West?

Learner Outcome:

Students examine how fur trade rivalries, early explorations, North West Mounted Police rule, and Treaties led to early settlement and to the transfer of Rupert's Land to the Dominion of Canada.

Feedback:

Metis are excluded here, should be included particularly in reference to Rupert's Land.

Knowledge:

fur trade rivalries – competition between the Hudson's Bay Company (1760) and the North West Company (Nor'Westers) for control of the main trade routes, from Cumberland House (1774) onwards, including Anthony Henday to the Rockies, La Verendrye in the American West

fur trading posts in the Athabasca region: Peter Pond and North West Company posts, Fort Chipewyan (1788), and Fort Edmonton (1795)

Women, mostly Métis, were present in fur trade country and many intermarried with traders living a *la façon du pays* (in the fashion of the country).

Plains Cree and Métis culture and the bison as staple food – using all parts of animal, use of pemmican (high energy dried buffalo meat with berries) used by frontier traders

clearing the way for agriculture – Captain John Palliser's Expedition (1859–1862) and origin of Palliser Triangle – fertile prairie lands
transfer of Rupert's Land to the Dominion of Canada, 1869, and impact on the North West

Feedback:

Exclusion of Metis and how the Metis held a central role and contributions to the development of the country.

Opportunity to include Metis Settlements

Implies only Metis women were present in fur trade and their only role was as wives.

Include the enduring impact the 'Doctrine of Discovery' has on indigenous peoples.

The reference to Plains Cree and Metis Culture appears to be a token outcome.

Impact of clearing for agriculture on Indigenous way of life

Impact of the transfer of Rupert's Land on Metis

Grade 4

Organizing Idea: History

Understanding:

The Hudson's Bay Company, based in London, claimed all lands and rivers emptying into Hudson Bay (covering one third of the continent) and faced stiff competition from Montreal traders controlling the Great Lakes region and further west.

Fort Chipewyan on Lake Athabasca was home to traders, Cree, De'né and Métis peoples, and was the base for Alexander Mackenzie's northern explorations.

North West Company trader Alexander Mackenzie (1789; 1792–1793) travelled by canoe and foot searching for a Northwest passage to the Pacific. Instead, he journeyed up a great river to the Beaufort Sea in the Arctic, then across the Rocky Mountains to the Pacific Ocean.

Dried meat food was first produced by the Plains Cree from pulverized bison meat and berries (pemmican) and was widely used by Arctic explorers.

Palliser's Expedition report awakened people to the existence of a fertile triangle and encouraged agricultural settlement.

Prime Minister John A. Macdonald and his lead cabinet member, George E. Cartier, completed the deal to transfer Rupert's Land to Canada

Feedback:

Continued exclusion of Metis peoples role in the fur trade and Hudson's Bay company

No mention of the support Alexander Mackenzie received from Indigenous people or the use of well traveled Indigenous trading routes that enabled him to 'discover' the route.

Missing many Indigenous perspectives

No mention of Metis

Should be inclusion of the negative impacts legislation initiated by John A. MacDonal had on Indigenous people.

Was it a transfer? How did it impact the Metis people?>

Grade 4

Organizing Idea: History

Knowledge:

disappearance of the bison herds – depletion of bison (also known as buffalo) population originally numbering some 15 million migratory animals

Feedback:

Does not mention the impact on Indigenous people

Understanding:

One of the earliest endangered species was the prairie bison, decimated mainly by hunters shooting hundreds of bison on expeditions

Feedback:

Failure to mention the hunters were mainly settlers and that this was a strategic move by the government to clear the plains - taking away the First Nation and Metis food source

Skills and Procedures:

Drawing conclusions: What caused the near extinction of the Plains Bison? Who or what was responsible for the Disappearance?

Feedback:

Should state the Canadian Government was responsible

Knowledge:

Jerry Potts (1840-1896), was a leading scout, interpreter, hunter in the North West.

Famous Black rancher John Ware (1845-1905), along with his wife Mildred and family, was a ranching pioneer and folk hero in Alberta (Howdy, I'm John Ware, 2020).

John Ware's funeral in 1905 was one of the largest in Alberta history

Feedback:

Jerry Potts was Metis and hid it. Missed opportunity to explore why

Skills and Procedures:

Write a letter expressing the concerns of a prairie farm family suffering through the hard times in the early 1890s.

Feedback:

Glamorizing pioneers and the "hardships" they experienced during western expansion
No mention of the suffering of First Nations/Métis people

Grade 4

Organizing Idea: History

Guiding Question:

What factors led to the creation of the province of Alberta in 1905?

Learner Outcome:

Students investigate the main factors leading to the creation of Alberta, including the building of railways and immigration of diverse groups.

Feedback:

Metis are excluded here, should be included particularly in reference to Rupert's Land.

Knowledge:

Building and completion of the Canadian Pacific Railway (CPR) – from Regina to British Columbia (1883–1887), and mistreatment of Chinese railway workers (navvies), mass burials, and origin of Chinese head tax:

- Immigrants from China and India were early builders of Canada and Alberta, working in railway construction, forestry, and local merchandise trade.
- Chinese immigrants settled in what were often called “Chinatowns.” Surviving examples can be found in Edmonton and Calgary. Chinese immigrants also settled in small towns across the prairies, where many were entrepreneurs and became business owners.

Feedback:

No mention of Metis role in facilitating John A McDonald's vision of the railroad as a nation building project

Content not developmentally age appropriate and is currently in grade 7

Skills and Procedures:

Examine photos of “The Last Spike” of the Canadian Pacific Railway (CPR). What do they tell you about what actually happened in building the line?

Examine the evidence of racial exclusion – compare the Chinese head tax from 1885 to 1923 and Indian immigration “cap” restrictions from 1908 to 1957.

Compare and contrast the early Chinese and Indian immigrant experiences. What drew them to the Pacific West and Alberta? Why did they face overt discrimination and how did they fare?

Feedback:

Racial exclusion of Indigenous people must be included. This is a missed opportunity to include residential schools and discrimination faced by Indigenous people and how that continues today.

Grade 4

Organizing Idea: History

Knowledge:

Louis Riel, Métis nationhood, and the suppression of the Red River and North-West resistances (1869–1885): Métis leader Louis Riel, Head of Buffalo Hunt Gabriel Dumont, and two resistances in 1869–1870 (Red River) and 1885 (North-West).

Métis scrip was an attempt by the government to compensate Métis for the loss of land base through their acquisition of Rupert's Land. Very few Métis were successful in exchanging scrip for land.

Following Riel's death, the Métis fled west to what is now Alberta and as a result many Métis live in the province today.

Feedback:

No mention of Metis history prior to this. Does not have an appropriate sequencing of learning about Metis

Metis scrip was used by the government to displace and control Metis people. It was a flawed system that resulted in the systematic loss of Metis lands.

Metis scrip benefited land speculators and not Metis
Will need developmentally appropriate, Metis created, authentic resources - recommend Rupertsland Institute

Opportunity include that many Metis live on the Metis Settlements

Understanding:

Métis leader Louis Riel was a controversial figure—revered as a hero by French Canadians, admired by Métis, yet at the time labelled a traitor and radical of the Western Frontier.

Métis were displaced as a result of the purchase of Rupert's Land. Métis were displaced from their homelands in Manitoba and faced challenges in trying to settle further west.

Alberta is home to the only recognized Métis settlements in Canada.

Feedback:

Riel was a visionary whose principles resonate with many Metis and Canadians today he is increasingly praised for his multiculturalism and multilingualism — both of which were contained in the original vision of Manitoba (see Manitoba Act).

First introduction to Metis Settlements in Alberta - MUST be introduced earlier.

No prior mention of the history or the settlements or the Metis Nation of Alberta

Understanding:

See history through different eyes: Why did the federal government consider Riel a traitor? Why would Métis and French Canadians regard him as a hero?

Explore the challenges that Métis faced in moving to Alberta. Research experiences of Métis in attempting to apply for and receive scrip.

Identify the eight Métis settlements in Alberta.

Feedback:

Playing devils advocate (see history through the colonizers eyes) is re-traumatizing for many indigenous people, counter productive and encourages and promotes white privilege.

The outcome referencing the Metis Settlements in Alberta should be much more in depth than to simply identify the settlements. The outcomes should be at the very least equivalent to those regarding French Settlements in Alberta

Grade 4

Organizing Idea: History

Knowledge:

Alberta's Francophone history:

- explorers/voyageurs/guides/interpreters
- French main spoken language
- Francophone immigration
- French-speaking newcomers came from French Canada, New England, and other French-speaking countries in Europe

Catholic missionaries and many clerics founded towns where Francophone colonizers settled, including Vegreville, Plamondon, Morinville, Legal, Beaumont, and Rouleauville (Calgary).

minority language rights:

- French-speaking Métis upheld French language rights and Francophones gradually moved to Alberta from Quebec and other provinces.
- The first French settlement (1872) was established at
- Lamoureux; in the 1890s,
- French settlers were attracted by Father Jean-Baptiste Morin; and by 1898 the population around Edmonton numbered 2,250 first language French speakers.
- Father Lacombe (1827–1916) priest and pioneer
- language rights – *Manitoba Act* (1870), *North West Territories Act* (1875), and F. W. G. Haultain and Alberta rights, 1886–1891

Feedback:

Missed opportunity to introduce Metis specific knowledge and experiences (Michif language, Metis History)

Missed opportunity to address Catholic missionaries role in residential schools in Alberta. The majority of Residential schools in Alberta were ran by the Catholic church.

Exclusion of Louis Riel impact on Manitoba Act and the creation of the province of Manitoba

Grade 4

Organizing Idea: Civics

Civics: Canada’s constitutional monarchy, democracy, rule of law, and citizenship are understood through knowledge of the origins and development of various contrasting political traditions and ideas.

Guiding Question:

What shaped the government and politics of Alberta and makes the province unique?

Learner Outcome:

Students explore the transfer of Rupert’s Land, Treaties, the establishment of a provincial government, and political ideas that advanced the development of Alberta.

Knowledge:

transfer of Rupert’s Land to the Dominion of Canada (1869) and its impact on Alberta – a new frontier for Western expansion, controlled by Ottawa, 1869–1905

Treaties and reserve system: The British Crown negotiated treaties with First Nations peoples in Alberta territory – Treaty 6 (Central Alberta, Carlton and Fort Pitt, 1876); Treaty 7 (Southern Alberta, Blackfoot Crossing, Fort Macleod, 1877), and Treaty 8 (Northern Alberta at Lesser Slave Lake, 1899). Three treaties, 45 First Nations on 140 reserves, covering 812,771 hectares of reserve land

Treaties are living documents that still apply today and are a foundational part of Alberta.
struggle for provincial rights: Frederick W. G. Haultain and the struggle for self-government – the first clash with Ottawa – the Haultain Resolution (1892) and amendments, status as advocate of responsible government in Alberta

Feedback:

Metis not included at all

Failure of Canadian Government to uphold treaties

How Metis are not included in the treaties, particularly in reference to the Metis Settlements

Understanding:

What is now Alberta was transferred from the British Crown to the Dominion Government in Ottawa, a step on the road to territorial self-government. First Nations and the Crown each had reasons for the signing of treaties.

Each treaty is unique and included provisions related to land use and rights.

All people living in Alberta are Treaty people.

Feedback:

Missing Metis Legislation/Agreements

Missed opportunity to explore Metis content/ contributions

Explanation and exploration of why Metis and Inuit are NOT included in treaty

Grade 4

Organizing Idea: Geography

Geography: Understanding the world we live in, and the relationship of people and places, is supported by knowing features of the natural and political world, such as oceans, mountain ranges, and boundaries.

Guiding Question:

How does geographic knowledge support understanding of Alberta's past and present?

Learner Outcome:

Students examine people, places, locations, and boundaries related to Alberta over time.

Knowledge:

The North West Territories was divided in 1882 into five administrative districts, including Alberta, Athabasca, Assiniboine East, Assiniboine West, and Saskatchewan. Geographic locations can be described using specific positioning on the globe. Places in Alberta are located at meridians of longitude and parallels of latitude. Longitude starts at the Prime Meridian in Greenwich, UK (0 degrees longitude) and latitude starts at the equator (0 degrees latitude). The International Date Line is 180 degrees longitude. Time zones follow the meridians.

Alberta place names have a wide variety of origins and can be different in Indigenous languages.

Local place names with French origins include Lamoureux, Leduc, Lacombe, Bonnyville, Morinville, Beaumont, Trochu, Riviere-quiBarre, and Vegreville.

Feedback:

Opportunity to talk about how land forms: rivers, mountains, valleys were also boundaries for Indigenous people

Skills and Procedures:

Test your geographic skills: Find the geographic locations of towns and cities in Alberta, including Edmonton, Calgary, Vegreville, Lloydminster, Lac La Biche, Banff, Brooks, and Pincher Creek. Examine place names: Some local Indigenous language place names include Edmonton (Beaver Hills House, Cree), Calgary (Elbow, Blackfoot) and Fort Chipewyan (Land of Willows, Dene). Identify the location of Francophone settlements and draw a map identifying the original French settlement towns.

Feedback:

Include Metis Settlements and First Nation communities

Use Cree names

Grade 4

Organizing Idea: Economics

Economics: Knowledge of basic economic concepts, such as needs, wants, resources, labour, innovation, trade, and capital, will build toward an understanding of economic systems.

Guiding Question:

How are goods and services exchanged in trade?

Learner Outcome:

Students examine trade and transportation and its influence on the distribution of goods and services, past and present.

Knowledge:

Transportation hubs are important to Alberta's trade and economic activity and changed from the early years to modern times from waterway and railway centers to highway junctions and airports.

Feedback:

Include major cart trails - specifically Red River Carts

Incorporate Métis ways of transportation and contribution to development of roadways, Red River Cart Trails river routes to the economics of Alberta

Skills and Procedures:

Identify and compare major Alberta transportation hubs in 1800, 1900, and 2000.

Make a map of major Alberta transportation hubs and trace the changes in Alberta, over time. Where do they link to around Canada and the world?

Feedback:

Include Metis trading routes

- St Paul de Metis, St. Albert

Grade 5

Organizing Idea: History

History: Understanding the history of our province, nation, and world and developing cultural literacy allow us to appreciate the varied richness of our shared human inheritance of original writings, artifacts, stories, beliefs, ideas and great cultural and artistic achievements from different times and places. Lessons of the past and knowledge of diverse experiences help us overcome ignorance and prejudice and recognize our common humanity and dignity.

Guiding Question:

What was the impact of the Great Migration on early modern Canada?

Learner Outcome:

Students investigate and explain the impact of the Great Migration and the War of 1812 in shaping society, culture, and institutions in British North America.

Skills and Procedures:

Examine the evidence: Read aloud and study short age appropriate passages (in the original language) from Susanna Moodie's famous accounts, *Roughing It in the Bush* and *Life in the Clearings*. Why was Susanna Moodie so discouraged in the early years and what changed to lift her spirits?

Explain continuity and change with a timeline showing the events in the War of 1812 from 1812 (invasion of Upper Canada) to 1815 (battle of New Orleans).

Identify the turning points in the continental war.

Feedback:

The use of Susanna Moodie's *Roughing it in the Bush* has language like: Fat, ugly Squaw and the 'N'word
This literature should not be included

Understanding:

The Dominion of Canada began July 1, 1867, with four original provinces (Ontario, Quebec, Nova Scotia, and New Brunswick) and first Prime Minister John A. Macdonald succeeded in striking deals to secure the admission of Manitoba (1870), British Columbia (1871), and Prince Edward Island (1873).

Feedback:

No mention of Metis repeated petitioning for inclusion in the dominion.

No mention of Louis Riel

Grade 5

Organizing Idea: History

Guiding Question:

How were Indigenous people in early modern Canada affected by agreements, treaties, and legislation, including the residential school system?

Learner Outcome:

Students examine how the negotiation of treaties and the imposition of the Indian Act and the residential school system impacted First Nations, Métis, and Inuit in Canada, both in the past and present.

Feedback:

Very complex Learner Outcome.

Knowledge:

First Nations and Indigenous land rights: western expansion of settlement and the displacement of Indigenous peoples (treaty system)

The Indian Act, 1876 defined how First Nations communities were governed, who is an “Indian,” and who is excluded. Seeking to access more land, the Dominion government sought to assimilate Indigenous peoples into mainstream Canadian society. Amendments between 1880 and 1905 banned Indigenous peoples from conducting their own ceremonies, leaving the reserve without permission, purchasing alcohol, selling agricultural products, wearing regalia, and traditional dancing

Understanding:

The *Indian Act* was created for the purpose of controlling and assimilating Indigenous peoples and communities in Canada in order to gain access to traditional Indigenous territories.

The Canadian government signed treaties with Indigenous communities across Canada to gain access to lands for settlement, resources, and railroad expansion

Feedback:

Should include Metis Scrip with Treaty System

Terminology is important

- Should not have First Nations *and* Indigenous

Feedback:

The Indian Act was created for the purpose of controlling and assimilating *Solely for First Nation*

The impact on Metis Scrip on Metis people needs to be included here

Grade 5

Organizing Idea: History

Knowledge:

Origins of Indigenous residential schools: The Indian Act was amended in 1884 so that attendance at residential schools was mandatory for Indigenous children from the ages of 7 to 16.

- Students in residential schools were not allowed to speak their own languages or practice their culture.
- Parents who resisted turning over their children to the Indian Agents faced fines, imprisonment, or threats of permanent loss of their children.
- Conditions of the residential schools were poor and family visitors were restricted or denied.
- Instruction styles and structures were different from traditional learning systems of Indigenous communities.
- Students were forced to abandon their languages and traditional customs and practices.

The curriculum was focused on vocational occupations. Thousands of residential school students died and those that re-entered mainstream society are known as survivors

Feedback:

Introduction of residential schools should and can begin at a much younger grade in a developmentally appropriate means

Children as young as 3 were taken to residential schools

Include Day Schools

Children were taken away from their families and often taken very far away from their homes and placed separately from their siblings, not allowed to speak to their family at the residential schools

Understanding:

The harsh realities of the Canadian Indigenous residential school system from 1884 to the 1970s remained largely hidden until recent years. The full scope of the tragedy was revealed in June 2015 with the release of Justice Murray Sinclair's major report for the federal Truth and Reconciliation Commission (2008–2015).

Feedback:

Canadian *Indian* residential school system not Canadian *Indigenous* residential school system

Residential school system existed from 1884 to 1996 NOT 1970s.

The full scope of the tragedy continues to be revealed today as the undiscovered graves are uncovered at more and more Residential school grounds

Grade 5

Organizing Idea: History

Skills and Procedures:

Listen to an Interview with Chief Wilton Littlechild on the residential school experience. How does Chief Littlechild tell how he survived and eventually become a successful lawyer in Alberta and advocate at the United Nations?

Examine the evidence: Consider the mistreatment of Indigenous residential school students.

- Why is it important to know about what occurred?
- How does this knowledge support reconciliation?

Feedback:

Explore all the authentic, relevant resources compiled by Indigenous experts. Survivor stories of intergenerational trauma.

Grade 5

Organizing Idea: Civics

Civics: Canada's constitutional monarchy, democracy, rule of law, and citizenship are understood through knowledge of the origins and development of various contrasting political traditions and ideas.

Guiding Question:

What are the similarities and differences between First Nations and Canadian forms of government?

Learner Outcome:

Students compare and contrast governing structures, laws, and practices of the Iroquois Confederacy and Canadian forms of government.

Understanding:

Project learning: Complete a project, produce a short report, and a plan for an interview with a major historical figure in Canada's early history. Choose one of the following figures:

Feedback:

Include the following in list of major historical figures

- Harry Daniels
- Jim Brady
- Joe Dion
- Adrian Hope

Grade 5

Organizing Idea: Geography

Geography: Understanding the world we live in, and the relationship of people and places, is supported by knowing features of the natural and political world, such as oceans, mountain ranges, and boundaries.

Guiding Question:

What do geographic representations tell us about the natural features of Canada?

Learner Outcome:

Students examine landform regions, major bodies of water, climate zones, and political boundaries in Canada.

Feedback:

Metis Settlements and the six Regions of the Metis Nation of Alberta should be included

Knowledge:

Traditional Indigenous lands in early Canada: geographic locations of the First Nations people at the time of contact with Europeans: Times of contact vary, depending upon the region. For the East Coast and the St. Lawrence River-Great Lakes region, the date was 1534 (Jacques Cartier's records). For the southern Plains, it was 1754. For the West coast, it was 1778.

Feedback:

Land Acknowledgments should be mentioned here

Metis lands are excluded

Understanding:

Examine a map of Canada showing First Nations peoples at first contact with Europeans, and identify the regions inhabited by First Nations, Métis, and Inuit in what is now Canada.

- Why do the First Nations have two names?
- Why did the names get “anglicized”?

Identify and trace the seasonal travel routes or trade networks of First Nations, Métis, and Inuit.

Understand historical First Nations east-west and north-south trade routes with other First Nations communities. For example, communities now located in Alberta traded with communities (Navajo, Blackfeet) located in the United States.

Feedback:

First Nation, Metis and Inuit people live all over Canada

Routes were landform/topography based, not direction based.

Explore why the Metis Settlements are located where they are

Grade 6

Organizing Idea: History

History: Understanding the history of our province, nation, and world and developing cultural literacy allow us to appreciate the varied richness of our shared human inheritance of original writings, artifacts, stories, beliefs, ideas and great cultural and artistic achievements from different times and places. Lessons of the past and knowledge of diverse experiences help us overcome ignorance and prejudice and recognize our common humanity and dignity.

Guiding Question:

How do the United States and Canada compare in their origins, early development, and founding events?

Learner Outcome:

Students examine and explain the extent to which the United States and Canada share a continent and emerged out of both commonly shared and distinctly different historical experiences.

Feedback on overall Organizing Idea: History Grade 6:

Very content heavy - most not age appropriate

Huge focus on American content, not enough Alberta/Canada focus.

There needs to be foundational understanding of our own colonial history before looking at other countries issues.

Sequencing of learning is not consistent

Students are expected to compare US and Canada Residential school systems when there has been little history of residential schools in Canada

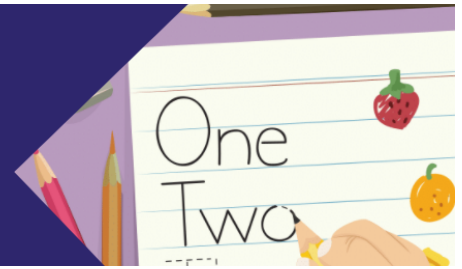
Perpetuates the Myth of Multiculturalism. Does not recognize the racial tensions inherent in a pluralistic society.

Inappropriate content of the KKK

Language such as 'Racial intolerance' used rather than 'racism' which serves to normalize behaviors.

Perpetuates the myth that Canada does not have the same issues with racism and discrimination.

English Language Arts



The general agreement from participants is that while there are some positives in the English Language Arts K-6 Draft Curriculum, it ultimately fails to meet Settlement members' expectations regarding Metis Content.

Participants were unhappy that Metis and First Nation, and Inuit were excluded from the content in grades 2, 4 and 5. There was also concern around examples of literature, participants felt that the examples provided were developmentally inappropriate and are far removed from the lived reality of Metis students in the Settlements. Many Metis authors have produced high-quality literature that is relevant and situated within the context of Indigenous lived reality.

Several participants in the engagement process questioned the use of English in the title of the Draft Curriculum. They saw this as an example of an overarching implicit bias evident in this curriculum, a bias that the 'English' way is the best way to explore language arts. Participants viewed this bias as being supported by the inclusion of many European and often white examples of literature, with little to no examples from visible minorities. As one participant stated:

“

Language Arts in schools is about communicating thoughts and ideas through all forms of language; written, oral, verbal, and non-verbal. The focus on 'English' gives the impression that a European and white approach to Language Arts is the best. Having a 'French' Language arts only reinforces that. Where is the 'Indigenous' Language arts? We have ways of communicating thoughts and ideas that are unique to Indigenous people and, even more important, unique to the many diverse Indigenous groups; where is that Language Arts Curriculum? (Anonymous)

”

An area of strength identified was the early and continuous focus on printing, cursive, and keyboarding skills. Participants felt that these skills are missing in the current curriculum and were pleased to see it included. Participants identified the lack of technology and poor Wi-Fi connections in the Settlements as one reason for the needed focus on printing and cursive.

This section of the report will provide feedback specific to the English Language Arts K-6 Draft Curriculum. This section also includes feedback collected for the Interim report.

Section structure is as follows:

- General Recommendations
- General Concerns
- Grade Specific Feedback

English Language Arts

General Recommendations

- **Include** Metis authors and Metis literature
- **Early** Elementary, particularly Kindergarten, should reflect Play Based Pedagogy.
- **Ensure** Indigenous knowledge traditions like Legends, creation stories and Trickster tales are included
- **Canadian** material should be the focus when students explore Fables, Folk Tales, Myths, etc.

General Concerns

- **Kindergarten** is not mandatory. The expectation that all upper and lower case letters should be known by the end of Kindergarten disadvantages those who do not attend Kindergarten.
- **Metis** are excluded from the grade 1, grade 2, grade 3, and grade 5 English Language Arts Draft Curriculum
- **Kindergarten** content is very heavy
- **Land** as text has been omitted. This is essential as identifying & applying text forms and structures improve understanding of content, literary style and rich language tradition
- **Legends** and creation stories and how they are organized is not included
- **Privileging** of specific western authors to the exclusion of other cultural figures/authors
- **Introducing** elements too early, for example Shakespeare

Grade Specific Feedback

The English Language Arts Draft Curriculum is structured around Organizing Ideas. There are 9 Organizing Ideas in the early grades and this reduces to 6 by grade 6. The following feedback is specific to grade-level and only includes Organizing Ideas, Guiding Questions and Learner Outcomes with relevant Metis content that participants provided feedback on.

Kindergarten

Organizing Idea: Oral Language

Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding

Guiding Question:

How do listening and speaking skills help to communicate feelings, ideas, and thoughts?

Learning Outcome:

Children demonstrate listening and speaking skills through a variety of literacy experiences.

Knowledge:

Oral traditions share knowledge of land, people, or animals.

Feedback:

Include spiritual entities, Nanaboosh, Rugaroo, Wisaykijak

Skills and Procedures:

Listen to oral traditions shared by First Nations, Métis, and Inuit.

Feedback:

This should also include the sharing of written text, music, and digital stories

Knowledge:

Listening is an active process that can include

- looking at the speaker
- raising a hand
- taking turns
- using appropriate body postures and gestures

Feedback:

Highlighted that listening looks different across different cultures

Highlight that listening doesn't have to be sitting up straight

Kindergarten Organizing Idea: Vocabulary

Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.

Guiding Question:
How can word knowledge contribute to building vocabulary?

Learning Outcome:
Children develop vocabulary through a variety of literacy experiences

Knowledge:
Literacy experiences can include

- read alouds
- songs
- poems
- rhymes
- pictures
- conversations

Feedback:
Include other literacy experiences such as

- going for a walk on the land
- Indigenous ceremonies

Kindergarten Organizing Idea: Comprehension

Comprehension: Text comprehension is supported through applying varied strategies and processes, and considering both particular contexts and universal themes

Guiding Question:
How are messages understood?

Learning Outcome:
Children share understandings of messages communicated in texts.

Knowledge:
Details include specific information that help the reader to understand texts.

Sequencing involves putting events in a correct or an appropriate order.

Feedback:
Indigenous stories do not always follow the Eurocentric sequential model of sequencing.

Kindergarten Organizing Idea: Writing

Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.

Guiding Question:
How can messages be recorded?

Learning Outcome:
Children experiment with written expression of ideas and information

Knowledge:
Messages can be shared in digital or non-digital ways, including

- pictures
- symbols
- letters
- words
- scribbles

Written messages have an author or a creator.
Written messages are owned by their
Creators.

Feedback:
Traditional oral messages may be authored by the culture and owned by the culture.

Grade 1

Organizing Idea: Comprehension

Comprehension: Text comprehension is supported through applying varied strategies and processes, and considering both particular contexts and universal themes

Guiding Question:

What messages are conveyed through ideas and information within texts?

Learning Outcome:

Students investigate meaning communicated in texts.

Skills and Procedures:

Discuss the main idea of a variety of texts.
Identify key ideas and details from texts.
Sequence four to six events in a text.
Retell the beginning, middle, or ending of a text.
Retell or dramatize a story, including characters and setting.
Describe information from illustrations or visuals in texts.
Identify the moral or lesson of a fable, folk tale, or myth

Feedback:

Include resources from Metis authors

Include legends and oral traditions

Grade 2

Organizing Idea: Oral Language

Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding

Guiding Question:

How can listening and speaking be developed to improve oral communication?

Learning Outcome:

Students examine and adjust listening and speaking to communicate effectively.

Knowledge:

Sharing circles are traditional Indigenous practices that involve listening and speaking.

In sharing circles, the speaker holds an object while everyone listens.

In sharing circles, an object is passed around clockwise in a circle so that everyone has an opportunity to speak.

Feedback:

Sharing circles involve protocols

The object held should have meaning

Educators need to be knowledgeable about the origins of the sharing circle.

Sharing circles should begin in Kindergarten and be included through to grade 6

Grade 3

Organizing Idea: Oral Language

Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding

Guiding Question:

How can listening and speaking improve oral communication?

Learning Outcome:

Students examine and apply understandings of listening and speaking through a variety of formal and informal interactions.

Knowledge:

Throughout history, languages developed orally before being written down.

Stories can last and be retold over long periods of time.

Interactions between generations of people can include

- ancestors
- grandparents
- parents
- children

Feedback:

Interactions should also include

- Uncles
- Aunties
- Cousins
- Friends

Grade 5

Organizing Idea: Writing

Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft

Guiding Question:

How does proficient writing enhance communication skills?

Learning Outcome:

Students analyze and reflect on ways to effectively craft writing for a variety of purposes and audiences

Knowledge:

Topics that are broad may need to be narrowed into a manageable size for focused writing

Sources of information can be digital or non-digital and can include

- people
- Knowledge Keepers or Elders
- books
- other print text
- places
- images
- observations

A Knowledge Keeper is a respected community member who is recognized to have expertise in specific issues or skills.

Elders are individuals recognized by their communities as having historical, cultural, and spiritual knowledge and wisdom.

Protocols for accessing information may vary by source or context. Methods and tools can be used to gather and organize information, including

- note taking
- graphic organizers
- lists

Research findings can be shared in a variety of digital or non-digital forms, including

- reports
- presentations
- visual images
- graphs, tables, or charts

Ethical use of information includes

- asking permission to use, share, or store information
- citing basic information used to inform writing

Feedback:

Protocols also depending on Culture

There are specific Indigenous protocols around the sharing of information such as stories, histories, naming that invoke communal permission (Intellectual Property)

Grade 6

Organizing Idea: Oral Language

Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding

Guiding Question:

How can understanding aspects of the history of oration enhance the quality and efficacy of oral communication?

Learning Outcome:

Students connect historical aspects of oral communication to how ideas and information can be shared today.

Knowledge:

Traditional First Nations' agreements can involve processes and protocols that achieve group consensus, including

- ongoing conversations
- talking circles
- respectfully acknowledging all voices
- waiting to take your turn
- active listening
- focusing on the idea rather than on who gave the idea
- ending with consensus

Feedback:

Needs to include Metis

Agreements is a Eurocentric concept, should be 'ways of relating'

Cultural mediation should also be listed

- include/consider the unique positing of the Metis

Mathematics



The feedback for the Metis Content in the Mathematics K-6 Draft Curriculum was mixed. Some respondents felt there was adequate Metis content, with the caveat that it should be present in every grade level. Other participants felt that the content was, once again, grouping all Indigenous people as one, rather than recognizing the uniqueness and diversity of First Nations, Metis and Inuit Cultures. They felt the outcomes with Metis content were presented at a surface level, giving the impression of tokenism.

Respondents were also concerned with the concepts being implemented at a lower grade, such as multiplying and dividing fractions. They felt these concepts would be difficult and were concerned with the plan to implement Kindergarten to grade 6 at the same time. As one participant stated:

“
My child struggles in math already ... if this goes in next year they will be in grade 3 and required to all of a sudden add and subtract fractions, with no background or foundation? It seems too much too soon (Anonymous)
”

This section of the report will provide feedback specific to the Mathematics K-6 Draft Curriculum. This section also includes feedback collected for the Interim report.

Section structure is as follows:

- General Recommendations
- General Concerns
- Grade Specific Feedback

General Recommendations

- **Include** more specific cultural references
- **Ensure** hands on learning is the focus. Learning sequencing should follow a process that adheres to first Concrete learning, then Pictorial and last Abstract, as this best supports Conceptual Learning.
- **Roll** out Curriculum grade by grade, year by year beginning in Kindergarten

General Concerns

- **A Pan Indigenous** approach is evident throughout. Examples are generalized and often lump all Indigenous people into one group rather than having specific examples which highlight the fact that Indigenous peoples are a broad and diverse collection of people and cultures.
- **First Nations, Métis, and Inuit** content is only mentioned 14 times across seven grades. In fact, most of the mentions are in the lower grades, and they verge on the tokenistic (Werklund, 2021).

Grade Specific Feedback

The Mathematics Draft Curriculum is structured around Organizing Ideas. It begins with 5 Organizing Ideas in the early grades and increases to 7 by grade 6. The following feedback is specific to grade-level and only includes Organizing Ideas, Guiding Questions and Learner Outcomes with relevant Metis content that participants provided feedback on.

Kindergarten Organizing Idea: Geometry

Geometry: Shapes are defined and related by geometric attributes.

Guiding Question:
How can shape bring meaning to the space around us?

Learning Outcome:
Children acquire an understanding of shape.

Knowledge:
A shape can be represented using objects, pictures, or words.
Two-dimensional shapes include

- squares
- circles
- rectangles
- triangles

Three-dimensional shapes include

- cubes
- prisms
- cylinders
- spheres

First Nations, Métis, and Inuit name specific shapes in relation to the natural world

Feedback:

Possible opportunity to discuss the medicine wheel

This outcome is unclear. Are there examples of this?

Kindergarten Organizing Idea: Patterns

Patterns: Awareness of patterns supports problem solving in various situations.

Guiding Question:
How can we distinguish pattern?

Learning Outcome:
Children acquire an understanding of repeating patterns.

Knowledge:
Patterns exist everywhere.
The elements of a pattern can include

- sounds
- objects
- pictures
- symbols
- actions

Feedback:

Include Nature in the list of where patterns can be found

Opportunity to apply knowledge of symmetry, patterns and relations to create a bead design.

Grade 1 Organizing Idea: Patterns

Patterns: Awareness of patterns supports problem solving in various situations.

Guiding Question:
What can pattern communicate?

Learning Outcome:
Students examine pattern in cycles.

Skills and Procedures:
Recognize cycles encountered in daily routines and nature.

Investigate cycles found in nature that inform First Nations, Métis, or Inuit practices.

Feedback:
There needs to be specific examples provided of the practices that are informed

Grade 1

Organizing Idea: Time

Time: Duration is described and quantified with time.

Guiding Question:
How can time characterize change?

Learning Outcome:
Students explain time in relation to cycles

Knowledge:
Time can be perceived through observable change.

First Nations, Métis, and Inuit experience time through sequences and cycles in nature, including cycles of seasons and stars.

Cycles from a calendar include days of the week and months of the year.

Feedback:
Include Sun up and Sun down

Use both lunar and western calendars when looking at time.

Grade 2

Organizing Idea: Geometry

Geometry: Shapes are defined and related by geometric attributes.

Guiding Question:

How can shape influence our perception of space?

Learning Outcome:

Students analyze and explain geometric attributes of shape.

Skills and Procedures:

Investigate translation, rotation, and reflection of two and three-dimensional shapes.

Describe geometric attributes of two- and three-dimensional shapes in various orientations.

Recognize translation, rotation, or reflection of shapes represented in First Nations, Métis, or Inuit art inspired by the natural world.

Feedback:

There is a vast and diverse approach to art by First Nation, Metis, and Inuit artists. This outcome serves to paint all by the same brush. Should be specific and have examples.

Grade 2

Organizing Idea: Measurement

Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.

Guiding Question:

How can length contribute to our interpretation of space?

Learning Outcome:

Students communicate length using units.

Knowledge:

Length can be measured with non standard units or standard units (e.g., centimetres).

Feedback:

Opportunity to discuss ways of measuring on the land. Is included later, however, should be introduced here.

Grade 2 Organizing Idea: Patterns

Patterns: Awareness of patterns supports problem solving in various situations.

Guiding Question:
How can pattern characterize change?

Learning Outcome:
Students explain and generalize pattern.

Skills and Procedures:
Describe non repeating patterns encountered in surroundings, including in art, architecture, and nature.

Examine the representation, organization, alignment, or orientation of patterns in First Nations, Métis, or Inuit design.

Feedback:
There is a vast and diverse approach to art by First Nation, Metis, and Inuit artists. This outcome serves to paint all by the same brush.

Be specific with the art/design being referenced.
Include Metis Artists - especially those from Metis Settlements

Grade 2 Organizing Idea: Statistics

Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.

Guiding Question:
How can data inform representation?

Learning Outcome:
Students relate data to representation

Knowledge:
Data can be collected by conducting a survey.
First-hand data is data collected by the person using the data.

Feedback:
Important to discuss protocol when gathering data from Metis Knowledge Keepers and Elders.

Grade 3

Organizing Idea: Geometry

Geometry: Shapes are defined and related by geometric attributes.

Guiding Question:

In what ways might geometric properties refine our interpretation of shape?

Learning Outcome:

Students relate geometric properties to shape.

Feedback:

Use Metis examples when exploring shapes. For example: The Red River Cart, what shapes do you see in it?

Grade 2

Organizing Idea: Statistics

Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.

Guiding Question:

How can representation support communication?

Learning Outcome:

Students interpret and explain representation.

Feedback:

Be specific, what is the data you want students to examine, is it historical or contemporary?

Knowledge:

Second-hand data is data collected by others.

Sources of second-hand data include

- newspapers
- maps
- databases
- websites
- social media
- stories

Feedback:

Include Metis Knowledge Keepers and Elders as sources of data

Grade 4

Organizing Idea: Measurement

Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.

Guiding Question:
How can area characterize space?

Learning Outcome:
Students interpret and express area.

Skills and Procedures:
Model area by dragging a length using hands-on materials or digital applications.

Recognize the rearrangement of area in First Nations, Métis, or Inuit design.

Feedback:
Area: use non standard units like birch bark cutting and determine how many are needed to cover an area

Science



The overall impression of the Science Draft Curriculum was that it was acceptable and would be sufficient with increased content reflecting an Indigenous worldview and an expanded focus on climate change and the responsibility that comes from being stewards of the land.

While appreciating the inclusion of Metis, First Nation, Metis and Inuit content, respondents felt there were missed opportunities to go further and deeper into the Indigenous worldview regarding the natural world and our growing society. As one participant stated:

“

An Indigenous worldview can be included in areas like the senses. We know in that there are more than five senses, we learn about them in our culture. These types of things can and should be included because they are relevant to our kids (Anonymous)

”

Participants strongly recommended that Alberta Education enlist the help of Metis Educators who specialize in the sciences to support implementation.

This section of the report will provide feedback specific to the Science K-6 Draft Curriculum. This section also includes feedback collected for the Interim report.

Section structure is as follows:

- General Recommendations
- General Concerns
- Grade Specific Feedback

General Recommendations

- **Include** Natural Law, Indigenous ways of knowing, and a wholeness perspective
- **The following Knowledge** should be included across all grade levels
 - Certain plants, such as sage, sweetgrass, cedar, and tobacco, are considered sacred to First Nations and Métis.
 - The offering of tobacco signifies
 - relationships with the plant
 - giving back to the land
 - respect for the plant
 - sustainable relationship
- **Incorporate** the importance of rocks from an Indigenous Perspectives
- **Include** Land-Based Learning Opportunities throughout
- **Include** Respectful ways of returning plants and animals back to the land
- **Stewardship** should be embedded throughout this subject
- **The Grade 4 Earth Systems** section is well done. Terms like interconnectedness, stewardship and sacredness are used. It is recommended that the entire draft reflect this section.
- **Include** the Indigenous perspective of animals as our teachers

General Concerns

- **Holistic** nature of science is missing
- **Outcomes** where First Nation, Metis and Inuit are mentioned are very few and when mentioned are often the last listed outcome in the section.
- **Learning Outcomes** in grade 1 do not support the fact that Kindergarten is not mandatory, yet they need the knowledge from Kindergarten in grade 1
- **Dominant** worldview where control and ownership of land and resources is the essential theme throughout

Grade Specific Feedback

The Science Draft Curriculum is structured around Organizing Ideas. It starts with 4 Organizing Ideas in the early grades and increases to 7 by grade 6. The following feedback is specific to grade-level and only includes Organizing Ideas, Guiding Questions and Learner Outcomes with relevant Metis content that participants provided feedback on.

Kindergarten

Organizing Idea: Energy

Energy: Understandings of the physical world are deepened through investigating matter and energy

Guiding Question:

How can humans, animals, and objects move?

Learning Outcome:

Children explore movement of humans, animals, and objects.

Knowledge:

Reasons for human and animal movement include

- seeking food and water
- exercise and play
- escaping danger
- survival
- following the Seasons

Feedback:

Reasons for movement can also be

- celebrations
- forced (often the case for Indigenous people)

Opportunity to introduce Residential Schools and forced relocation in an developmentally appropriate way- both for reasons for human movement

Opportunity to include the Metis settlements - Metis people moved to them to be a member

Kindergarten

Organizing Idea: Earth Systems

Earth Systems: Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions

Guiding Question:
What makes up my environment?

Learning Outcome:
Children examine and describe the surrounding environment.

Knowledge:
Environments can include land, water, and air.

Feedback:
Include Sky in list

Understanding:
Environment refers to physical surroundings.
Environments can be explored, observed, and wondered about.

Feedback:
Environments are also to be respected

Explore what it means to be a steward of the land and the importance of this to Indigenous people

Knowledge:
Ways to protect the environment include

- reducing waste
- reusing
- recycling
- not littering

Feedback:
Also include Respect and Stewardship in the list

Understanding:
Natural environments can lead to feelings of connection as people appreciate and see beauty in them.
For First Nations, Métis, and Inuit, ways of living are related to the land

Feedback:
The relationship to the land should be focused on throughout all areas of curriculum

Skills and Procedures:
Identify natural environments that lead to personal feelings of connection.

Reflect on what is personally considered to be beautiful in natural environments.

Discuss connections First Nations, Métis, or Inuit have with nature.

Feedback:
Include examples such as

- Go outside
- Medicine walk
- develop relationship with land

Grade 1

Organizing Idea: Energy

Energy: Understandings of the physical world are deepened through investigating matter and energy.

Guiding Question:

How can movement of objects be understood?

Learning Outcome:

Students investigate the direction, pathway, and speed of moving objects

Knowledge:

Directions of movement can include

- up
- down
- forward
- backward
- sideways
- toward
- away from

Feedback:

Include around and circular in this list

Skills and Procedures:

Demonstrate how the movement of objects can be influenced

Feedback:

Explore the Red River Cart and how it moves on water and on land

Grade 1

Organizing Idea: Earth Systems

Earth Systems: Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions.

Guiding Question:

In what ways are elements of the environment interrelated?

Learning Outcome:

Students analyze the environment and explain how its elements interact and change

Feedback on overall Organizing Idea: Earth Systems Grade 1 :

Include Importance of seasons and how they determine Indigenous livelihood (example: Winter - story telling, Spring/Summer - Berry Picking)

Grade 1

Organizing Idea: Living Systems

Living Systems: Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions

Guiding Question:
How do plants and animals survive?

Learning Outcome:
Students investigate plants and animals and examine their needs.

Feedback:
Opportunity to include traditional plants and medicines

Skills and Procedures:
Discuss how people from various cultures use plants and animals to meet their basic needs.

Identify products made by various cultures that use plant and animal parts, including from local First Nations, Métis, or Inuit.

Feedback:
Include traditional medicines

Include Buffalo and Moose specifically

Grade 1

Organizing Idea: Scientific Methods

Scientific Methods: Investigation of the physical world is enhanced through the use of scientific methods that attempt to remove human biases and increase objectivity

Guiding Question:
What is investigation?

Learning Outcome:
Students engage in and describe investigation

Feedback on overall Organizing Idea: Earth Systems Grade 1:
Include Indigenous ways of knowing Eg. Talking Circles to discuss the questions, include Elders & knowledge keepers
Scientific method can be side by side to maintain a blended & balanced approach
Look at Elders and Knowledge Keepers as those who carry out investigations as well as scientists
Explore Indigenous ways of investigation
Incorporate tobacco protocols to demonstrate respect

Grade 2

Organizing Idea: Matter

Matter: Understandings of the physical world are deepened through investigating matter and energy.

Guiding Question:

How can the suitability of materials be determined?

Learning Outcome:

Students investigate the properties of materials and relate them to a purpose

Feedback:

Perfect spot to put the Red River Cart and the sash and non-standard units of measurement that are Métis specific (stick with notches, landmarks, body parts, sash threads)

Knowledge:

Natural materials are those that come from plants, animals, or the ground.

Processed materials are made by humans.

Feedback:

Some Natural materials com from plants and animals not all.

Use *land* not *ground*. Also include the sky of a source of natural materials (water, meteors, stars, moon, sun, gases, etc.)

Knowledge:

The same kind of object can be made from different materials.

Objects created from natural materials by First Nations, Métis, and Inuit can include

- Dene birchbark baskets
- Métis travois
- canoes
- Inuit scraping tools such as an ulu

Feedback:

Include Red River Cart

Grade 2

Organizing Idea: Matter

Matter: Understandings of the physical world are deepened through investigating matter and energy.

Guiding Question:

How can the suitability of materials be determined?

Learning Outcome:

Students investigate the properties of materials and relate them to a purpose

Knowledge:

Knowledge of the properties of materials and their purpose is important in many occupations, including

- carpenter
- builder
- tailor
- engineer
- designer
- architect

First Nations, Métis, and Inuit use of materials is informed by

- traditional knowledge
- time of year
- availability of materials
- practices of sustainability

Feedback:

Include in first list

- Knowledge Keepers
- Elders
- Hunters/Trappers
- Land & Water Keepers
- Harvesters
- Farmers

Include in second list

- Traditional teachings
- respect for the land
- protocols (tobacco)

Grade 2 Organizing Idea: Energy

Energy: Understandings of the physical world are deepened through investigating matter and energy

Guiding Question:

Where do light and sound come from and how do they move?

Learning Outcome:

Students investigate the source, pathway, and behaviour of light and sound.

Skills and Procedures:

Experiment with the production of sound using various materials or substances.
Test a variety of materials that can produce vibrations
Build a simple device to amplify or muffle sound

Feedback:

Explore the following
how frogs make sound
Moose Calling
Antlers/Rattling
Animal calls (elk, ducks, etc.)

Knowledge:

Light can move in various ways, including

- in a straight line from its source
- through bouncing off a surface (reflection)
- through bending as it travels from one material to another (refraction)
- through splitting into colours (dispersion)

Some objects allow light to move straight through them (transparent).

Objects that affect the movement path of light can include mirrors, water, and prisms.

Feedback:

Include natural items that affect movement of light such as trees, mountains, northern lights

Skills and Procedures:

Perform simple experiments to determine how the movement path of light is affected by a variety of materials.

Feedback:

Examine why you can see northern lights more clearly in some areas than others across the province

Include Indigenous teaching around the Northern lights

Grade 2 Organizing Idea: Earth Systems

Earth Systems: Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions.

Guiding Question:

What is important about our planet, Earth?

Learning Outcome:

Students investigate Earth, its landforms, bodies of water, and relationship to the Sun

Skills and Procedures:

Explain personal connections to names of places and landforms.

Identify local landforms and bodies of water in local Indigenous language.

Feedback:

Explore Unesco world heritage sites in AB

Include Sacred sights, Head-Smashed in Buffalo Writing on Stone, Ribstone

Ensure connection with local Elders and Knowledge keepers to learn where these sights are in your community

Skills and Procedures:

Discuss the origin of different names for the same landform in a local environment or in Alberta.

Discuss the meaning of traditional Indigenous place names, including those for Calgary and Edmonton.

Feedback:

Explore your own surrounding local areas

Eg. Sputinow - in Cree(means little hill) located at Fishing Lake Métis Settlement

Grade 2

Organizing Idea: Living Systems

Living Systems: Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions

Guiding Question:
How do plants and animals live and grow?

Learning Outcome:
Students investigate the growth and development of plants and animals and consider their relationship to humans.

Knowledge:
Some First Nations, Métis, and Inuit have perspectives that consider plants and animals to be equal to human beings.

Feedback:
This outcome should be revised for clarity. It is recommended that an Elder or Knowledge Keeper is consulted in order to get this right.

Grade 3

Organizing Idea: Matter

Matter: Understandings of the physical world are deepened through investigating matter and energy

Guiding Question:
How can materials change?

Learning Outcome:
Students investigate and analyze how materials have the potential to be changed.

Knowledge:
Natural materials are any product or physical matter that comes directly from plants, animals, or the ground.

Processed materials are modified from natural materials and do not occur in the natural world.

Processed materials have been designed and manufactured for a particular purpose.

First Nations, Métis, and Inuit communities respectfully use natural materials, including

- trees
- rocks
- ice
- shells
- plants
- animals

First Nations, Métis, and Inuit communities use natural materials for particular purposes, including

- lodges
- tipis
- iglus
- medicines
- teas
- clothing
- tools

Feedback:

Include

- Transportation (snowshoes, Red River Cart)
- Art
- Symbolism
- Ceremonies

Caution on making it seem that all First Nations, Metis and Inuit communities live in the same way and use materials in the same manner

Grade 3

Organizing Idea: Matter

Matter: Understandings of the physical world are deepened through investigating matter and energy

Guiding Question:
How can materials change?

Learning Outcome:
Students investigate and analyze how materials have the potential to be changed.

Skills and Procedures:

Identify examples of natural and processed materials.

Diagram the steps of how a natural material is processed to make a new material.

Compare natural and processed materials.

Discuss how use and selection of materials is guided by relationships with the land for First Nations, Métis, and Inuit communities.

Feedback:

Include examples such as

- Tanning a hide
- Making a drum
- Tipi
- Red River Cart
- Sash
- Moccasins

Knowledge:

A reversible change is a change that can be undone.

A permanent change is a change that cannot be undone.

Feedback:

Opportunity to Incorporate Indigenous examples here

Skills and Procedures:

Discuss examples of changes to materials that are permanent and examples of changes to materials that are reversible.

Classify changes to materials as permanent or reversible.

Feedback:

Include uses for the Buffalo

Grade 3 Organizing Idea: Computer Science

Computer Science: Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking

Guiding Question:

To what extent is creativity related to contributions in science?

Learning Outcome:

Students investigate creativity and its relationship to computational thinking.

Knowledge:

Creativity involves imagination, observation, and making connections.

Canadians are responsible for many creative inventions.

Feedback:

Should state

'Canadians *and Indigenous people* are responsible for many creative inventions'

Skills and Procedures:

Describe skills and processes that are important to creativity.

Discuss how new technologies, engineering, and computing are developed through creativity.

Research a famous Canadian creative invention.

Feedback:

Should state:

Research famous Canadians *and Indigenous* creative inventions

Include examples such as

- Red River Cart
- York Boat
- Canoes

Grade 4 Organizing Idea: Living Systems

Living Systems: Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions.

Guiding Question:
How are organisms designed for survival?

Learning Outcome:
Students analyze organisms and relate their external structures to functions.

Feedback:
Have students investigate Historically how plants and animals were related - the western system classifies and categorizes and segregates

Knowledge:
Micro-organisms include bacteria.

Ways to classify organisms can include

- appearance
- habitat
- structures

Structures, including body parts, are features of organisms that serve a purpose or function.

Feedback:
Include Indigenous Ways in the list (Two-legged, Winged ones, four-legged, etc.)

Skills and Procedures:
Find examples of local plants and animals and describe their appearance and habitat.

Feedback:
Be conscious of protocols and respect for land
Seek out a Knowledge Keeper/Elder
Find sacred medicines

Grade 4 Organizing Idea: Space

Space: Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions

Guiding Question:

What are astronomical phenomena?

Learning Outcome:

Students investigate and describe astronomical phenomena in connection to daily life.

Skills and Procedures:

Research constellations in relation to location in the sky and seasons when they can be observed.

Investigate First Nations, Métis, and Inuit stories of star names and constellations.

Feedback:

Should read;

Investigate First Nations, Metis, and Inuit stories of star names and constellations and *Sun and moon*

Include Indigenous scientists

- Dr. Wilfred Buck
- George Desjarlais
- Dr. Leroy Littlebear

Skills and Procedures:

Explain ways in which stars can be used for navigation.

Explore the local traditional names of the North Star and relate them to navigation

Feedback:

Should read;

Explore the local *Indigenous* traditional names of the North Star and relate them to navigation

Grade 4 Organizing Idea: Scientific Methods

Scientific Methods: Investigation of the physical world is enhanced through the use of scientific methods that attempt to remove human biases and increase objectivity

Guiding Question:
How can evidence advance knowledge in science?

Learning Outcome:
Students investigate the nature of evidence and reflect on its role in science.

Knowledge:
Types of data include qualitative and quantitative.

Qualitative data is descriptive and usually categorized and expressed using words.

Quantitative data is measured and expressed using numbers and counts

Feedback:
Include Narrative Traditions (oral traditions) as types of data

Grade 5 Organizing Idea: Matter

Matter: Understandings of the physical world are deepened through investigating matter and energy

Guiding Question:

How can states of matter and other physical properties be explained using the particle model of matter?

Learning Outcome:

Students investigate the particle model of matter to describe the physical properties of solids, liquids, and gases.

Feedback:

Consider the inclusion of Dr. Leroy Littlebear's theory of particle model of matter and movement in a concept called flux.

Grade 5 Organizing Idea: Energy

Energy: Understandings of the physical world are deepened through investigating matter and energy

Guiding Question:

How are forces similar and different in water and air?

Learning Outcome:

Students investigate and compare how forces affect living things and objects in water and air

Feedback:

Previously in grade 6. Abstract concepts that may be difficult for students to get in grade 5

Skills and Procedures:

Analyze the results of a controlled experiment regarding why things float, sink, or remain at the same level in water using various substances and materials as variables.

Feedback:

Add in:

Investigate the following and their behaviors in water

- Canoes
- Kayaks
- York boats
- Red River Cart

Grade 5

Organizing Idea: Earth Systems

Earth Systems: Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions

Guiding Question:
What is climate?

Learning Outcome:
Students analyze climate and compare it to weather conditions.

Skills and Procedures:
Interpret data about climate represented in diagrams, maps, tables, or graphs.

Identify similarities and differences between the Alberta climate and the climates of other Canadian provinces.

Feedback:
Include:
Compare weather predictions and western weather predictions between an Indigenous worldview and a western worldview.

Grade 5

Organizing Idea: Earth Systems

Earth Systems: Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions

Guiding Question:
What is climate?

Learning Outcome:
Students analyze climate and compare it to weather conditions.

Knowledge:

Conservation agriculture practices include

- minimally disturbing soil
- maintaining soil covers
- rotating crops

Conservation agriculture is a sustainable agriculture practice adapted to the requirements of the plants and animals being farmed and the local climate and environment of each region.

First Nations, Métis, and Inuit practice sustainable harvesting and protocols.

Feedback:

Include specific examples of sustainable harvesting

Include the impact of Climate change on Agriculture

Include information on the the Fish Habitat Protection Project Supported by the Indigenous Habitat Protection Program and the Department of Fisheries and Oceans.

Include Metis Harvesting Rights in Alberta Policy

Skills and Procedures:

Relate plants and animals commonly used in Alberta agriculture production to climate.

Research how agricultural production, including agro-pastoral practices, contributes to daily life in Alberta.

Investigate how conservation is used in agricultural practice for the protection and maintenance of land.

Explain how First Nations, Métis, or Inuit practices relate to sustainable harvesting and protocols.

Feedback:

Be specific:

- Burning of land
- Buffalo hunt
- Not hunting certain animals
- Certain hunting protocols

Look at Agriculture on Metis Settlements

Grade 5 Organizing Idea: Space

Space: Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions

Guiding Question:

How are astronomical phenomena observed and interpreted?

Learning Outcome:

Students investigate astronomical phenomena and various interpretations and understanding

Feedback:

Was previously in Grade 6

Knowledge:

Identify astronomical phenomena that occur cyclically.

Research how Indigenous understandings of phases and cycles within astronomical phenomena inform ways of living and community activities.

Explore Inuit or northern First Nations' stories related to the midnight sun, the polar night, and the northern lights.

Feedback:

Include Metis stories related to the midnight sun, the polar night, and the northern lights

Skills and procedures:

Research how Indigenous peoples represent astronomical phenomena, past and present.

Connect various Indigenous and diverse representations, past and present, to astronomical phenomena.

Relate lunar calendars, stories, artifacts, and cycles to the international standard calendar.

Feedback:

Explore the origins of the Manitou Stone that is currently in the Royal Alberta Museum

Grade 5

Organizing Idea: Computer Science

Computer Science: Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking

Guiding Question:

In what ways can design be used to help achieve desired outcomes or purposes?

Learning Outcome:

Students create and justify a design that could be used by a human or machine to address a challenge

Feedback:

Think about Indigenous knowledge, protocols within design and challenges

Consider design through a Holistic approach (body, mind, spirit, emotion)

Knowledge:

Factors that may be considered in design include

- function
- usability
- reliability
- efficiency
- aesthetics
- safety
- environmental needs

Feedback:

Include culture in this list

Skills and Procedures:

Discuss examples of scientific, technological, and engineering designs that address a challenge.

Determine relevant factors of designs that address a challenge.

Decide which factors should be considered in the design of a specific physical or computational artifact.

Feedback:

Include Traditional designs

Include culture as a factor that should be considered in the design of a specific physical or computational artifact

Grade 5

Organizing Idea: Scientific Methods

Scientific Methods: Investigation of the physical world is enhanced through the use of scientific methods that attempt to remove human biases and increase objectivity.

Guiding Question:

How does evidence lead to understanding?

Learning Outcome:

Students investigate how evidence is gathered and explain the importance of ethics and objectivity in science

Knowledge:

Observable and measurable phenomena can be perceived using the human senses.

Phenomena that cannot be directly observed using the human senses can be made observable and measurable with the use of technologies, devices, and instruments, including

- telescopes
- microscopes
- UV sensors
- thermal image cameras
- ultrasound
- X-rays

Feedback:

There is more evidence than what can be observed or measured.

This outcome has the Western and Indigenous worldviews colliding

Knowledge:

Scientific ethics include honesty, openness, respect, fairness, and accountability.

Ethics includes minimizing harm to animals, protecting human participants, and informing human participants of any potential risks.

Feedback:

Include *environment* when listing areas to minimize harm.

Understanding:

Evidence needs to be gathered, handled, and shared responsibly and ethically..

Feedback:

Include Indigenous Knowledge and Traditions in the spirit of reconciliation.

Grade 6

Organizing Idea: Energy

Energy: Understandings of the physical world are deepened through investigating matter and energy

Guiding Question:

How are energy resources used?

Learning Outcome:

Students evaluate the use of energy resources and explain factors that influence choice

Feedback on entire Energy Organizing Idea for grade 6:

Include Metis Harvesting Rights in Alberta

Consider Indigenous land & resource rights as a discussion point.

Grade 6

Organizing Idea: Living Systems

Living Systems: Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions.

Guiding Question:

What are ecosystems?

Learning Outcome:

Students investigate the characteristics and components of ecosystems and the impact of human activity.

Knowledge:

Research the importance of plants in an ecosystem.

Identify how plants are used to meet human needs.

Feedback:

Explore reciprocity, continuing the relationship connection of Wahkohtowin (We are all related)

Explore Christi Belcourt's:
"Medicines that Heal Us" Resource

Grade 6

Organizing Idea: Scientific Method

Scientific Methods: Investigation of the physical world is enhanced through the use of scientific methods that attempt to remove human biases and increase objectivity.

Guiding Question:

What is the purpose of scientific explanations?

Learning Outcome:

Students investigate and describe the role of explanation in science.

Understanding:

Background knowledge may be required to understand explanations in science.

Feedback:

Including Indigenous Knowledge and Traditions in the spirit of reconciliation

Physical Education & Wellness



Mental health has been a major topic of discussion during the Covid-19 pandemic, and it was an area of focus for most participants in the Engagement process. Overall the participants felt that there was not enough focus and support regarding Mental wellness. They strongly recommended mental wellness be a central component of each grade level. Ensuring a focus on strategies and supports, particularly those that reflect a Metis worldview. As one participant said:

“

Our kids are suffering, they need support, and the support needs to be something that they can connect to on a cultural level. Things such as land-based Mental wellness strategies and Elder teachings are essential to our kids' well-being (Anonymous)

”

Respondents identified a concern with the absence of content around LGBTQ2+. They felt that more representation was needed to support LGBTQ2+ youth and minimize prejudice against them. Participants also identified a need to focus on the lasting impacts of intergenerational trauma, particularly the trauma caused by Residential schools that continues to impact Indigenous youth today.

Participants were pleased to see a focus on financial literacy, this was an area they feel is lacking in the current curriculum.

Lastly, some participants expressed their desire to have the topic of puberty introduced at a grade earlier than grade 4. They voiced their concerns for those students going through puberty before being taught it in school and felt it would be better introduced in grades two or three.

This section of the report will provide feedback specific to the Physical Education and Wellness K-6 Draft Curriculum. This section also includes feedback collected for the Interim report.

Section structure is as follows:

- General Recommendations
- General Concerns
- Grade Specific Feedback

Physical Education & Wellness

General Recommendations

- **Métis** embrace, and integrate, multiple perspectives, and honour diverse ways. This understanding should be woven throughout the curriculum
- **Métis**, First Nations, and Inuit games should be included as a learning outcome & skills and procedures across all grades.
- **Definition** of “fair play” should be included so there is a common understanding. This term is subjective. Consider equality vs equity.
- **Consent** should be addressed throughout every grade level
- **Introduce** First Nations, Metis & Inuit Food Guide. Discuss how the imposition of a Western processed food has had health implications for Indigenous peoples.
- **Help** children identify the characteristics of healthy relationships.
- **Increase** representation of LGBTQ2+ community
- **Children** need to be introduced to the concept of racism and how it negatively impacts others
- **Puberty** should be introduced earlier than grade 4 and in a culturally relevant way

General Concerns

- **Overuse** of the word virtue. This reads as Euro-centric and Christian. It has become an overarching theme. A suggested word is values.
- **No mention** of the colonial impact on traditional Metis diet. The colonial past has restricted access to hunting grounds and gathering of foods and medicines. Poverty has also played a role in healthy food choices.

Grade Specific Feedback

The Physical Education & Wellness Draft Curriculum is structured around 8 Organizing Ideas. The following feedback is specific to grade-level and only includes Organizing Ideas, Guiding Questions and Learner Outcomes with relevant Metis content that participants provided feedback on.

Kindergarten

Organizing Idea: Active Living

Active Living: A healthy way of life includes regular practice of meaningful active living.

Guiding Question:

How can physical activity be included in daily life?

Learning Outcome:

Children explore and recognize physical activity in a variety of contexts

Knowledge:

Physical activity needs to be balanced with times of rest.

Rest contributes to optimal health.

Feedback:

Include Metis cultural traditions of appropriate seasonal activities.

Kindergarten

Organizing Idea: Movement Skill Development

Movement Skill Development: A healthy way of life includes regular movement

Guiding Question:

How can an awareness of the body facilitate movement?

Learning Outcome:

Children explore spatial awareness in a variety of physical activity contexts

Knowledge:

Spatial awareness is knowing one's location relative to people, objects, and the surrounding environment.

Feedback:

Include Culture in addition to people, objects, and the surrounding environment

Knowledge:

Spatial awareness requires knowledge of personal space and general space.

Personal space is the physical space immediately surrounding an individual.

General space is the space within a defined area through which an individual can move.

Spatial awareness helps people stay safe in various environments.

Feedback:

Have it read:

Spatial awareness requires knowledge of *cultural norms* of personal space and general space.

Have it read:

Spatial awareness helps people stay safe *and demonstrates respect* in various environments.

Grade 1

Organizing Idea: Active Living

Active Living: A healthy way of life includes regular practice of meaningful active living

Guiding Question:

How can physical activity contribute to health?

Learning Outcome:

Students investigate the benefits of physical activity

Knowledge:

Select a variety of physical activity opportunities to experience regularly.

Feedback:

Should read:

Select a variety of physical activity opportunities, *from a variety of cultures* to experience regularly.

Grade 1

Organizing Idea: Character Development

Character Development: Exploration of life opportunities and virtues develops resiliency and personal talents and promotes lifelong learning

Guiding Question:

How can personal characteristics contribute to self-understanding?

Learning Outcome:

Students examine and describe how personal characteristics contribute to self-understanding.

Understanding:

First Nations, Métis, and Inuit recognize individual characteristics as gifts.

Feedback:

This could apply to all cultures. Attributing it to First Nation, Metis and Inuit makes it appear as tokenism and an attempt to ensure Indigenous people are 'included'

Grade 3

Organizing Idea: Movement Skill Development

Movement Skill Development: A healthy way of life includes regular movement

Guiding Question:

How can elements of movement support movement competence?

Learning Outcome:

Students investigate and describe how elements of movement support physical activity.

Understanding:

Space is the area around or taken up by the body.

Space can be

- general
- personal
- in relation to people, objects, and the surrounding environment

Feedback:

Space is also interpreted culturally

Grade 3

Organizing Idea: Character Development

Character Development: Exploration of life opportunities and virtues develops resiliency and personal talents and promotes lifelong learning.

Guiding Question:

How are roles connected to character development?

Learning Outcome:

Students analyze the contribution of different roles to the development of personal talents, virtues, and resilience.

Knowledge:

Family structures can vary, may include extended family, and may consist of a single parent, a mother and a father, two fathers, or two mothers.

Children may go back and forth between more than one family.

Positive role models can inspire individuals to develop personal talents and potential.

Feedback:

Families can also be inter-generational with many generations residing in one home. In Metis families, “kin” can also be adopted from outside the nuclear or extended family.

Understanding:

Individuals can assume various roles in their lifetime, depending on life circumstances or events.

Involvement in a variety of roles can facilitate resiliency and the exploration of life and career opportunities.

Feedback:

Some roles, such as Elders or knowledge-keepers, are not assumed rather they are earned and recognized by the community

Knowledge:

Resilience is the capacity to manage adversity or stress in effective ways.

Feedback:

Metis, are exemplars of resilience considering the ways colonialism has negatively impacted communities.

Knowledge:

Resiliency and self-regulation resources can include

- trustworthy adults
- school counsellors
- healthcare professionals
- community agencies
- trustworthy peers

Feedback:

Include Elders and Knowledge Keepers

Grade 3

Organizing Idea: Healthy Eating

Healthy Eating: A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating

Guiding Question:
How does nutrition function in the body?

Learning Outcome:
Students examine nutrition and describe how it affects the body

Knowledge:
The nutritional value of food varies and can be affected by food-preparation techniques.

Feedback:
Include traditional Metis methods of food preparation

Grade 4

Organizing Idea: Character Development

Character Development: Exploration of life opportunities and virtues develops resiliency and personal talents and promotes lifelong learning

Guiding Question:

How can a variety of life experiences influence resiliency and perseverance?

Learning Outcome:

Students interpret and reflect how resiliency and perseverance can be influenced by a variety of life experiences.

Knowledge:

Volunteerism is an experience of donating time, talent, and energy for the benefit of people and community.

Volunteerism can provide opportunities to

- develop skills
- explore talents and interests
- contribute to the community
- create a sense of satisfaction
- build confidence and resiliency
- provide a sense of commitment

Feedback:

Considerations of reciprocity within a collective orientation from Indigenous worldviews should be included alongside volunteerism.

Grade 4

Organizing Idea: Growth and Development

Growth and Development: Decision making that optimizes personal health and well-being is informed by understanding growth and development

Guiding Question:

How is change reflected through development?

Learning Outcome:

Students examine how development and puberty are connected.

Feedback on entire Growth and Development Organizing Idea for grade 4:

The onset of puberty is a celebration within Indigenous communities.

Seek knowledge-keepers for specifics.

Puberty should be introduced in an earlier grade level

Entry into puberty can be accompanied by ceremony

Grade 5

Organizing Idea: Movement Skill Development

Movement Skill Development: A healthy way of life includes regular movement

Guiding Question:

How can diverse movement patterns contribute to success across physical activities?

Learning Outcome:

Students plan, adapt, and demonstrate various movement patterns to enhance skill development.

Knowledge:

Patterns are sequences of movements.

Two-part sequences of movement can include

- run and catch
- run and throw
- toss and hit

Three-part sequences of movement can include

- run, turn, and catch
- walk, turn, and throw
- run, jump, and send
- hop, skip, and jump
- run, jump, and land

Between 1763 and 1900, prominent Indigenous and Canadian physical activities, which featured various movement patterns, were codified and regularized, including

- curling
- ice hockey
- basketball
- lacrosse
- skiing
- soccer
- skating

Feedback:

These all go beyond 1900, why the date range.

The following should be included in the list

- Snowshoeing
- Hunting
- Trapping
- Portaging
- Canoeing
- Kayaking
- Archery

Grade 5

Organizing Idea: Healthy Eating

Healthy Eating: A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.

Guiding Question:

To what extent does nutrition contribute to health and well-being?

Learning Outcome:

Students evaluate aspects of nutrition and examine their benefits to well-being

Knowledge:

Social and cultural experiences influence decisions related to healthy food choices.

First Nations, Métis, and Inuit cultural knowledge about healthy food choices are tied to the land.

Feedback:

Should read:

Traditionally, First Nations, Metis, and Inuit cultural knowledge about healthy food choices are tied to the land *and this healthy lifestyle is undergoing a resurgence*

Grade 5

Organizing Idea: Healthy Relationships

Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.

Guiding Question:

How might healthy relationships support understanding in various social contexts?

Learning Outcome:

Students acknowledge perspectives of self and others to develop collaboration in various social contexts

Knowledge:

Perspectives can support collaboration through shared interpretations, understandings, and findings.

Perspectives can be influenced by

- culture
- virtues
- peers
- media
- environment
- experience

Feedback:

Include Metis teachings and perspectives

Fine Arts



Art is medicine was the overwhelming idea to come out of all the Fine Arts K-6 Draft Curriculum discussions. Participants felt the Draft Curriculum should be designed around this concept of art as medicine. For Metis people, all forms of art; music, drama, dance and the visual arts are paths to healing and continued personal growth.

Respondents shared stories of how the arts have been central in their lives and how deeply tied to the history of the Metis Settlements the arts are. One participant told the story of her grandfather, one of the first occupants of his Metis Settlement:

“ My grandpa told us stories of how it was in the Settlement when they first got here ... he would tell us about how the members of the Settlement, there weren't many at the time, would take turns hosting dances in their homes. Each month a different family would remove the partitions in the house to make room for the dance. Somebody, usually more than one person, would bring their fiddle and people would jig and dance. It was one way they became a community (Anonymous) ”

Participants recommended the curriculum include more about the impact arts have had on Canadian and Alberta culture, specifically the Metis culture in Alberta. Respondents expressed concern about excluding artists from an Indigenous background, particularly those from Metis Settlements. Participants also questioned the focus on art from different centuries and countries which is exceptionally far removed from the context of a student on a Metis Settlement. As one participant stated:

“ We have so many talented artists in our own communities and Alberta as a whole. Why are they not included? Yet, students are expected to learn about all these white men who lived in Europe hundreds of years ago (Anonymous) ”

This section of the report will provide feedback specific to the Fine Arts K-6 Draft Curriculum.

This section includes General Recommendations and General concerns that reflect the entirety of the Fine Arts K-6 Draft Curriculum. There is separate grade-specific feedback for each of the four categories found in Fine Arts; Music, Dance, Drama and Visual Arts.

Fine Arts

General Recommendations

- **Include** Metis artists in each of the four sections.
- **Include** examples and references that are contextual to students in Alberta.
- **Include** Examples from Alberta.
- **Include** Metis content in all grade levels

General Concerns

- **Exclusion** of Indigenous people of Alberta in grade 6 and the focus on the United States. Students should be learning about Indigenous people in Canada not the United States.
- **Too** much focus on medieval Europe, Ancient Rome and medieval Islam, while not enough focus on Alberta

Grade Specific Feedback

The Fine Arts Dance Draft Curriculum is structured around 3 Organizing Ideas. The following feedback is specific to grade-level and only includes Organizing Ideas, Guiding Questions and Learner Outcomes with relevant Metis content that participants provided feedback on.

Grade 2 Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.

Guiding Question:

How might cultures from the past and present contribute to an appreciation of dance?

Learning Outcome:

Students investigate culture in relation to dance from ancient Greece and present day. Students examine culture through First Nations, Métis, and Inuit dance.

Knowledge:

- First Nations, Métis, and Inuit dance is holistic in nature and can have individual and collective benefits, including
 - social well-being, physical health, spiritual connection, emotional and mental well-being, intellectual development
- Métis jigging reflects cultural styles related to French-Canadian and Scottish dance.

Feedback:

Discuss the differences in dance within First Nation, Metis and Inuit

Understanding:

- Culture can be revealed through First Nations, Métis, and Inuit dances.
- First Nations, Métis, and Inuit dances can establish a sense of community and wellbeing among participants.

Feedback:

Include historical context

The use of restrictions, by the Government, on dance to break communities and destroy wellbeing can be introduced here.

Skills & Procedures:

- Observe a variety of First Nations, Métis, and Inuit dances as an inspiration for talking about dance.
- Observe a variety of Métis jigs and compare the movements to French Canadian and Scottish dances.

Feedback:

Recommend to approach Indigenous dancers in local community

Grade 4

Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.

Guiding Question:

What is the role of culture in shaping dance from medieval Europe, medieval Islam, and Alberta?

Learning Outcome:

Students relate how culture is reflected in dance across various times and places.

Knowledge:

- First Nations, Métis, and Inuit dance can
 - represent cultural stories and traditions
 - show gratitude and reverence
 - demonstrate reciprocity mimic elements of the natural world, including animals and water
 - reflect spirituality
 - contribute to healing
- First Nations, Métis, and Inuit dance is holistic in nature and can have individual and collective benefits, including
 - social well-being
 - physical health
 - spiritual connection emotional and mental wellbeing
 - intellectual development
- First Nations, Métis, and Inuit dances can reflect the history and traditions of communities that are indigenous to Alberta, and can include
 - Métis
 - jigging square dance
 - First Nations
 - round dance powwow dances
- Dances in Alberta can reflect the history and traditions of communities and other areas of the world and can include
 - French-Canadian dances
 - Ukrainian dance
 - Irish dance

Feedback:

Each Indigenous group should be addressed individually.

There should be a focus on Metis Settlements

Government policy that restricted dance could be introduced here at a developmentally appropriate level.

Grade 5

Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.

Guiding Question:

How was societal change reflected in dance during colonial Canada, the Renaissance, and the Protestant Reformation?

Learning Outcome:

Students investigate how change influenced dance throughout history.

Knowledge:

- First Nations and Inuit traditional cultural practices and traditional dances were banned by the Canadian government.
- First Nations, Métis, and Inuit continued to practice traditional dances in secret as an act of resistance.
- Some traditional First Nations dances were modified to align with European styles of dance and can include
 - men's fancy dance
 - women's fancy dance
 - women's fancy shawl dance
- Métis jigging is a dance form of French Canadian, Scottish, and First Nations origins.

Feedback:

This should have been introduced much earlier than grade 5

Grade 5

Organizing Idea: Creating and Presenting

Creating and presenting: Ideas can be represented through movement and dance that draw upon foundational knowledge

Guiding Question:

How can narrative in dance contribute to understanding diverse stories and experiences?

Learning Outcome:

Students represent narrative based on a variety of inspirations and through the application of artistic choices.

Knowledge:

- Narrative in First Nations, Métis, and Inuit dances can originate from the land, including the
 - wind
 - water
 - soil
 - animals
 - plants

Feedback:

Opportunity to include present day artists

Skills & Procedures:

- Explore how narratives are expressed through First Nations, Métis, or Inuit movement and dance. Share a narrative that is based on a theme or concept.

Feedback:

Examples from each, First Nation, Metis and Inuit should be included. Not optional to look at only one group.

Grade Specific Feedback

The Fine Arts Music Draft Curriculum is structured around 3 Organizing Ideas. The following feedback is specific to grade-level and only includes Organizing Ideas, Guiding Questions and Learner Outcomes with relevant Metis content that participants provided feedback on.

Grade 2

Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.

Guiding Question:

How might cultures from the past and present contribute to an appreciation of music?

Learning Outcome:

Students investigate culture in relation to dance from ancient Greece and present day. Students examine culture through First Nations, Métis, and Inuit music.

Knowledge:

- First Nations, Métis, and Inuit music can reflect ways of life, including
 - tradition, beliefs, history, relationships traditional teachings
- First Nations, Métis, and Inuit communities may have specific protocols related to how or with whom music is shared or performed.
- First Nations, Métis, and Inuit express music for ceremony in a variety of ways, including
 - drumming playing end-blown flutes, singing, throat singing, playing rattles, playing fiddles, playing rasps, playing clappers
- First Nations, Métis, and Inuit find sources of inspiration for music in the land, including
 - Water, Wind, Plants, Animals
- Music in First Nations, Métis, and Inuit communities can have individual and collective benefits, including
 - social well-being, physical health spiritual connection, emotional and mental well-being, intellectual development
- First Nations, Métis, and Inuit music includes oral traditions that can be passed on between and among individuals and communities with specific protocol.

Feedback:

This is a lot of content and it tends to lump all Indigenous people together. There is no differentiation between the diverse and unique cultures.

Opportunity to include examples of contemporary Indigenous artists blending traditional and contemporary music styles into their art: i.e.: Ghostkeeper Band

Examples of protocol and how it is different within Indigenous groups.

Grade 2

Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.

Guiding Question:

How might cultures from the past and present contribute to an appreciation of music?

Learning Outcome:

Students investigate culture in relation to dance from ancient Greece and present day. Students examine culture through First Nations, Métis, and Inuit music.

Understanding:

- Culture can be revealed through First Nations, Métis, and Inuit music.
- A sense of community and well-being among participants can be established through First Nations, Métis, and Inuit music.

Feedback:

Highlight that cultures are different within First Nations, Métis and Inuit.
Opportunity to introduce the restrictions put in place by the Canadian government to destroy community and wellbeing in a developmentally appropriate way.

Skills & Procedures:

- Experience First Nations, Métis, and Inuit music.
- Discuss how culture can be communicated through First Nations, Métis, and Inuit music.
- Discuss the benefits of music in one's life or community.

Feedback:

Opportunity to include members of local Indigenous people.

Grade 3

Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.

Guiding Question:

How can an understanding of culture contribute to learning about the music of ancient Rome and New France?

Learning Outcome:

Students relate musical cultures of the past with modern-day music.

Skills & Procedures:

- Experience a variety of folk music.
- Play music using traditional French Canadian instruments.
- Listen to First Nations, Métis, or Inuit music as an inspiration for talking about musical traditions

Feedback:

Metis are not mentioned in any other part of this Guiding Question and Learning Outcome but are suddenly included here.

Grade 4

Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.

Guiding Question:

What is the role of culture in shaping music from medieval Europe, medieval Islam, and Alberta?

Learning Outcome:

Students investigate how culture is reflected in music across various times and places.

Knowledge:

- The use of music in First Nations and Inuit cultures has been practiced in ceremony and celebration predating European arrival.
- First Nations, Métis, and Inuit music can
 - share teachings and histories
 - communicate values and beliefs
 - show gratitude and reverence
 - demonstrate reciprocity
 - connect with ancestors
 - reflect spirituality
 - contribute to healing
- Many of the first settlers to Alberta were French-Canadian.
- Francophone contributions to music in Alberta included
 - the introduction of the organ and sheet music
 - traditional voyageur songs
 - the introduction of fiddle music
- Voyageurs sang rhythmic paddling songs as they canoed through the rivers of Canada to trade furs, including
 - A la Claire fontaine
 - Ah! si mon moine voulait danser
 - C'est l'aviron

Feedback:

Need mention, by name, of songs from First Nation, Metis and Inuit

Skills and Procedures:

- Discuss examples of knowledge that First Nations, Métis, and Inuit can share through music.

Feedback:

Supply resources for teachers

Grade 5

Organizing Idea: Creating and Presenting

Creating and Presenting: Ideas can be represented musically through artworks that draw upon foundational knowledge

Guiding Question:

How can narrative in music contribute to understanding diverse stories and experiences?

Learning Outcome:

Students represent musical narratives based on a variety of inspirations and through the application of artistic choices.

Knowledge:

- Composers can create music to communicate a narrative, as heard in
 - Stories
 - American folk song Follow the Drinking Gourd
 - Chuck Berry, Johnny B. Goode
 - Franz Schubert, Unfinished Symphony
 - Events
 - Franz Joseph Haydn, Mass in Time of War
 - Nova Scotia folk song farewell to Nova Scotia
- Musical narratives can be communicated through the lyrics of a song, as heard in
 - Canadian folk song A Scarborough Settler's Lament
 - French-Canadian folk song I Went to the Market
 - Ian Tyson, Four Strong Winds
- Music can preserve cultural and historical narratives through recording, sharing, and notating music.
- Narratives can be expressed through the spirit or life of First Nations, Métis, and Inuit music.
- First Nations, Métis, and Inuit narratives may originate from the land and include
 - wind
 - Water
 - soil
 - animals
 - plants

Feedback:

Opportunity to include Indigenous composers and examples

Include Indigenous examples of Musical narratives

Explain what is meant by the 'spirit or life' of the music

Grade 5

Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.

Guiding Question:

How was societal change reflected in music during colonial Canada, the Renaissance, and the Protestant Reformation?

Learning Outcome:

Students investigate how changes in societies of the past have influenced the creation and sharing of music.

Knowledge:

- First Nations and Inuit cultural practices and traditional music was banned by the Canadian government.
- First Nations, Métis, and Inuit continued to practice traditional music in secret as an act of resistance.

Feedback:

This should be introduced earlier than grade 5

Grade Specific Feedback

The Fine Arts Drama Draft Curriculum is structured around 3 Organizing Ideas. The following feedback is specific to grade-level and only includes Organizing Ideas, Guiding Questions and Learner Outcomes with relevant Metis content that participants provided feedback on.

Grade 2

Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.

Guiding Question:

How might cultures from the past and present contribute to an appreciation of drama?

Learning Outcome:

Students investigate culture in relation to drama from ancient Greece and present day. Students examine culture through First Nations, Métis, and Inuit drama and storytelling.

Knowledge:

- First Nations, Métis, and Inuit communities have specific protocols related to how, when, or with whom stories are shared.
- First Nations, Métis, and Inuit storytelling includes oral traditions that can be passed on between and among individuals and communities with proper protocol.
- Storytelling can reflect
 - cultural beliefs
 - history
 - relationship
 - ways of life
 - intergenerational knowledge
- First Nations, Métis, and Inuit storytelling is holistic in nature and can have individual and collective benefits, including
 - social well-being
 - physical health
 - spiritual connection
 - emotional and mental well-being
 - intellectual development

Feedback:

It should be emphasized that protocols differ depending on the First Nation, Metis and Inuit community.

Opportunity to introduce, in a developmentally appropriate way, how the Canadian government implemented policy to prevent gathering which in turn prevented shared storytelling.

Grade 3

Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.

Guiding Question:

How can an understanding of culture contribute to learning about drama in ancient Rome and New France?

Learning Outcome:

Students relate how cultures of the past and present contribute to dramatic expression

Knowledge:

- Storytelling and ceremony were significant aspects of First Nations culture for hundreds of years before the arrival of the Europeans.
- First Nations storytelling in New France reflected traditions and beliefs that continue to be honoured and celebrated today by First Nations, Métis, and Inuit.
- Protocols related to how or with whom stories are shared were part of First Nations culture in New France and continue to hold significant importance today

Feedback:

Opportunity to introduce, in a developmentally appropriate way, how the Canadian government implemented policy to prevent storytelling.

Grade 4

Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.

Guiding Question:

What is the role of culture in shaping drama from medieval Europe, medieval Islam, and Alberta?

Learning Outcome:

Students relate how culture is reflected in drama and storytelling across time and place.

Knowledge:

- First Nations, Métis, and Inuit knowledge shared through storytelling can
 - share teachings and histories
 - communicate values and beliefs
 - show gratitude and reverence
 - demonstrate reciprocity
 - reflect spirituality
 - contribute to healing guide and direct choices and actions

Feedback:

Highlight the difference between storytelling in First Nations, Metis and Inuit

Skills & Procedures:

- Investigate storytelling in a variety of Alberta cultures or contexts. Discuss knowledge that First Nations, Métis, and Inuit can share through storytelling.

Feedback:

Once again, grouping of all Indigenous groups rather than seeing them as separate and diverse.

Grade 5

Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.

Guiding Question:

How was societal change reflected in drama during colonial Canada, the Renaissance, and the Protestant Reformation?

Learning Outcome:

Students investigate how changes in past societies have influenced the creation and sharing of drama.

Knowledge:

- First Nations, Métis, and Inuit storytelling and languages were banned by Canadian government policies in colonial Canada.

Feedback:

This should have been introduced earlier than grade 5

Grade 5

Organizing Idea: Creating and Presenting

Creating and Presenting: Ideas can be represented dramatically through artworks that draw upon foundational knowledge

Guiding Question:

How can a narrative in drama contribute to understanding diverse stories and experiences?

Learning Outcome:

Students represent narratives based on a variety of inspirations and through the application of artistic choices.

Knowledge:

- Narrative can be expressed in First Nations, Métis, and Inuit stories and can be witnessed through the spirit or life of the storyteller.
- Narrative in First Nations, Métis, and Inuit storytelling can originate from the land and include the: Wind, Water, Soil, Animals, plants

Feedback:

What is meant by 'spirit and life'

Grade Specific Feedback

The Fine Arts Visual Arts Draft Curriculum is structured around 3 Organizing Ideas. The following feedback is specific to grade-level and only includes Organizing Ideas, Guiding Questions and Learner Outcomes with relevant Metis content that participants provided feedback on.

Grade 2

Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.

Guiding Question:

How might cultures from the past and present contribute to an appreciation of visual arts?

Learning Outcome:

Students investigate culture in relation to artworks from ancient Greece and present day. Students examine culture through First Nations, Métis, and Inuit artworks.

Knowledge:

- First Nations, Métis, and Inuit artworks can reflect aspects of culture, including
 - history, Relationships, ways of life, traditional teachings
- First Nations, Métis, and Inuit artists often use materials from the natural world, including
 - Bark, Hide, Fur, Feathers, Quills, Sinew, Bones, Fish scales, Berries, Iron and copper, Roots
- Traditional First Nations, Métis, and Inuit art forms can include
 - Beading, Fish-scale art, Ivory and soapstone carving, Wood carving, Sculpture, Textiles, Weaving
- Making art in First Nations, Métis, and Inuit communities can be holistic in nature and have individual and collective benefits, including
 - social well-being, physical health spiritual connection, emotional and mental well-being, intellectual development
- First Nations, Métis, and Inuit artworks are often inspired by the natural world and stories, as seen in
 - Bill Reid, Killer Whale, Chief of the Undersea World, c. 1984

Feedback:

It should be emphasized that protocols differ depending on the First Nation, Metis and Inuit community.

Opportunity to discuss how in many instances, traditional artwork was stolen and has yet to be returned.

Opportunity to introduce, in a developmentally appropriate way, how the Canadian government implemented policy to prevent gathering which in turn prevented the sharing and making of art

Opportunity to include examples from Metis artists

Grade 3

Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.

Guiding Question:

How can an understanding of culture contribute to learning about visual arts in ancient Rome and New France?

Learning Outcome:

Students relate visual arts cultures of the past with those of the modern day.

Knowledge:

- First Nations cultures in New France had established artistic traditions prior to the arrival of Europeans, including moose hair tufting, quilling, and embroidery work.
- First Nations artworks in New France reflected traditions and beliefs that continue to be honoured and celebrated today by First Nations, Métis, and Inuit.
- Protocols related to how or with whom artworks are created and shared were part of First Nations cultures in New France and continue to hold significant importance today.
- Art forms used in New France continue to be used today, including
 - sculpting
 - painting
 - metal work with gold and silver
 - woodworking • textiles
 - printmaking (lithography)
 - stained glass
 - architecture
- The building of churches in New France was funded by the churches in Europe and often included
 - Stained glass
 - Altars
 - Statues
 - Chalice
- The ceinture fléchée is a colourful, patterned sash that emerged as functional clothing from the New France era.
- The ceinture fléchée is representative of the cultural heritage of French-Canadians and Métis

Feedback:

Should read:

First Nations cultures *prior to colonization*

The language used around New France gives the impression that there was nothing and no one worth mentioning on the land and no purpose until it was 'New France'

Opportunity to discuss how in many instances, traditional artwork was stolen and has yet to be returned.

The Metis Sash should be addressed as so and there should be a focus on it's uses and importance in Metis Culture today.

Very few people in Alberta would recognize the ceinture fléchée as Metis. The use of language here places the colonizers as the center focus.

Grade 3

Organizing Idea: Creating and Presenting

Creating and Presenting: Ideas can be represented through artworks that draw upon foundational visual arts knowledge

Guiding Question:

How can messages in visual arts reflect what we value and understand?

Learning Outcome:

Students represent messages through artistic choices related to the elements of art.

Knowledge:

- The circle is a symbol that can communicate a message in visual arts, including connection, unity, and cycles.
- The circle in First Nations, Métis, or Inuit visual art forms is used to symbolize elements and patterns of the natural world.

Feedback:

Include examples of First Nations, Metis and Inuit artwork that includes the circle

Include information and reference to the Medicine wheel and how it is presented in different Indigenous cultures.

Grade 4

Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in visual arts can be developed by understanding the complexity and richness of great artworks, the artists who create them, and the historical and cultural contexts from which they originate

Guiding Question:

What is the role of culture in shaping the visual arts from medieval Europe, medieval Islam, and Alberta?

Learning Outcome:

Students relate how culture is reflected in visual arts across time and place

Knowledge:

- Visual artwork in Alberta has been influenced by the histories and traditions of artists from a variety of cultures.
- Petroglyphs are a form of written text that some societies have interpreted as visual art.
- Writing-on-Stone Provincial Park in Alberta has many examples of First Nations petroglyphs.
- First Nations, Métis, and Inuit share knowledge through artworks that can include
 - stone, wood, and bone carvings
 - pottery
 - embroidery
 - porcupine quillwork
 - birchbark art geometric patterns and motifs on hide
 - beading
 - weaving
 - paintings
- The Métis people of Alberta are renowned for their floral beadwork.
- Lawren Harris (1885–1970) was a member of an influential group of Canadian artists called the Group of Seven that captured the Alberta landscape

Feedback:

Include examples of First Nations, Metis and Inuit artwork

Grade 5

Organizing Idea: Appreciation

Appreciation: Recognizing beauty, goodness, and truth in visual arts can be developed by understanding the complexity and richness of great artworks, the artists who create them, and the historical and cultural contexts from which they originate

Guiding Question:

How was societal change reflected in visual arts during Colonial Canada, the Renaissance and the Protestant Reformation?

Learning Outcome:

Students investigate how changes in societies of the past have influenced the creation and sharing of artworks.

Knowledge:

- The process through which cultural artworks and artifacts are restored to their rightful people or locations is known as repatriation.
- Repatriation of ceremonial and spiritual artifacts allows for communities to reconnect with culture.
- Repatriation of First Nations and Inuit ceremonial and spiritual artifacts is occurring from museums and personal collections and includes
 - medicine bundles
 - totem poles
 - Amulets
 - ceremonial clothing
 - medicine pipes
 - bentwood boxes
 - masks
 - Headdresses
 - rattles
 - thunder pipe bundles
- First Nations, Métis, and Inuit artworks were influenced by Europeans in a variety of ways, including
 - introduction of glass beads
 - availability of new materials, such as ores not found in North America

Feedback:

The concept of Repatriation is addressed here, however the need for it is not mentioned.

The Stealing of Indigenous works of art under policy enacted by the Canadian government should be covered and introduced at an earlier grade.

Grade 5

Organizing Idea: Creating and Presenting

Creating and Presenting: Ideas can be represented through artworks that draw upon foundational visual arts knowledge.

Guiding Question:

How can narrative in visual arts contribute to understanding diverse stories and experiences?

Learning Outcome:

Students represent narrative in artworks based on a variety of inspirations and through the application of artistic choices.

Knowledge:

- Narrative can be expressed through the spirit or life of First Nations, Métis, and Inuit artworks.
- Narrative in First Nations, Métis, and Inuit artworks can originate from the land, including
 - Wind
 - Water
 - Soil
 - Animals
 - Plants

Feedback:

Opportunity to name Indigenous Artists as examples of artwork that originates from the land

Recommended Resources

This section contains the feedback on supports and resources school authorities may use in planning implementation of the draft curriculum, provided needed changes are made, and in some instances, the draft is completely rewritten.

This list is not exhaustive and reflects only the feedback provided during the Engagement process. There is a wealth of resources available to school authorities that is not listed here.

It is important to note that it is the responsibility of teachers and school leaders to educate themselves and develop and apply foundational knowledge about First Nations, Metis and Inuit (TQS 2020). Too often, the responsibility falls on Indigenous people to do the work of reconciliation and to be responsible for teaching others. This should not be the case. Many resources are available to teachers and school leaders to assist them in their learning, especially if they wish to learn about Residential Schools, the Sixties Scoop, Treaties and Metis Settlements.

This resources section highlights some such resources intended to support teachers and school leaders. While there are Indigenous people listed, the intent is not for those listed to teach but rather they are examples of Indigenous artists.

The onus on teachers and school leaders to take responsibility for their own learning does not excuse them from reaching out to local Indigenous communities. On the contrary, that should be a focus. However, the intent of communication with Indigenous people and members of local indigenous communities should be on relationship building not be one of 'getting' something from them (presentations, teachings, etc.). Relationship building is the best resource. Participants in the Engagement process strongly encourage teachers and school leaders to be present and active in the local Indigenous community, attend events and volunteer as a means of building relationships that will flourish.

Recommended Resources

General Resources

- Publication: Metis Settlements Act (2021)
 - Published by the Government of Alberta
 - <https://open.alberta.ca/publications/m14>
- Publication: Alberta-Metis Settlement Accord (1989)
 - Published by the Government of Alberta
 - <https://open.alberta.ca/publications/2171929#summary>
- Book: Decolonizing Education: Nourishing the Learning Spirit
 - By Marie Battiste
- Book: Canada's Residential Schools: The Metis Experience
 - By Wilton Littlechild, Murray Sinclair, & Marie Wilson
- Website: Metis Settlements of Alberta
 - <https://msgc.ca/>
- Website: National Centre for Truth and Reconciliation
 - <https://nctr.ca/>
- Website: Rupertsland Institute
 - <https://www.rupertsland.org/>
- Course: Indigenous Canada
 - University of Alberta
 - Free
 - <https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada/index.html>

Literature for the Classroom

- April Raintree
 - By Beatrice Mosionier
- Stolen Words
 - by Melanie Florence
- When We were Alone
 - By David Robertson
- When I was Eight
 - By Christy Jorda-Fenton

Recommended Resources

Artists

- Stephen Gladue (Visual Arts)
- Lana Whiskeyjack (Visual Arts/ Drama)
- Debbie Houle - Asani (Music)
- Sarah Houle - (Visual Arts/ Drama/Music)
- Morris Cardinal (Visual Arts)
- John Calliou
- Brianna Lizotte (Music)
- Darlene Callioux
- Bebe Buckskin (Music/Drama)
- Metis Child & Family Jiggers (Dance)
- Leonard McGillis (Visual Arts)
- Christi Belcourt (Visual Art)
- Ashleigh Desjarlais (Visual Art)
- Adrian Hope (Poet)

References

Alberta Education. (2020). K- 6 Draft Curriculum. Taken from New Learn Alberta.
<https://curriculum.learnalberta.ca/curriculum/en>

Alberta Education. (2020). Teaching Quality Standard.
<https://open.alberta.ca/dataset/14d92858-fec0-449b-a9ad-52c05000b4de/resource/afc2aa25-ea83-4d23-a105-d1d45af9ffad/download/edc-teaching-quality-standard-english-2020.pdf>

Government of Alberta. (2020). Ministerial Order #028/2020 [Education]: Student Learning. <https://open.alberta.ca/dataset/270e1a34-3338-461d-b761-c761f943fa2d/resource/5a510797-645e-419f-acbd-6a9dfdb41cd0/download/edc-mo-28-2020-student-learning.pdf>

Appendix A

Participant Package Graphic Organizer

Subject:

As we look at this section of the Draft Curriculum please include feedback on the following. If you need more paper please ask Laura.

Concerns

Please list anything you do not agree , are uncomfortable with, and/or would like to see removed.

Recommendations

Is there content you would like to see included/ focused on? Is there an approach you would like to see.

Appendix A

Participant Package Graphic Organizer

Subject:

Resource Recommendations

What resources would you recommend be used?

Resources can include many things such as; books, children's books, Metis authors, Artwork, Metis Artwork, songs, dances, Elders, Knowledge Keepers, Comics, websites, legal documents, etc.

Possible Strengths

Is there any part of this Draft Curriculum you agree with or would like to see kept

Anything else you wish to include

Is there any other feedback in this area you would like to include