

Treaty Education Outcomes and Indicators

Saskatchewan Ministry of Education
2013

ACKNOWLEDGEMENTS

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Treaty Education Outcomes and Indicators

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Treaty Education Outcomes and Indicators

Background and Purpose

The Constitution of Canada recognizes and affirms the existing treaty rights of the First Nations peoples and the Aboriginal rights of Métis people in Canada. First Nations peoples have a unique historical relationship with Canada that is reflected through Treaty Numbers 2, 4, 5, 6, 8, and 10 and are governed by the *Indian Act*. The province recognizes the contributions of the Métis people to Saskatchewan through *The Métis Act*.

The Ministry of Education respects the federal government's legal, constitutional, and fiscal obligations to First Nations peoples and its primary responsibility for Métis people. As well, the Ministry of Education is committed to providing the appropriate supports and programs that reflect and affirm the unique status of First Nations and Métis peoples.

In 2007, mandatory Treaty Education was introduced:

*Treaty education is an important part of forging new ties. There must be an appreciation in the minds of the general public that Treaties are living, breathing documents that continue to bind us to promises made generations ago. This is why my government is committed to **making mandatory instruction in history and content of the Treaties in the K-12 curriculum.***

(Speech from the Throne 2007)

A Curriculum Sub-committee of the Shared Standards and Capacity Building Council guided the development of the *K-12 Continuum for Treaty Education*. This was a comprehensive consultative process with the following partners: Federation of Saskatchewan Indian Nations, First Nations University of Canada, Office of the Treaty Commissioner, Curriculum Sub-committee for the Shared Standards and Capacity Building Council, and the Ministry of Education. The continuum is intended to be used by educators and others interested in supporting Treaty Education.

Four K-12 goals (see following page) have been identified as the basis for building understanding and nurturing appreciation. These goals are based upon the Treaty Essential Learnings (2006) and are intended to be addressed through various subject areas. These goals are:

- **Treaty Relationships;**
- **Spirit and Intent of Treaties;**
- **Historical Context of Treaties, and**
- **Treat Promises and Provisions.**

While they are presented separately, the goals for Treaty Education can only be understood when considered as parts of a whole. The outcomes and indicators at each grade level are designed to engage learners on a journey of inquiry and discovery. When meaningfully and thoughtfully incorporated into subject areas, Treaty Education moves beyond an idea to become actualized as a belief that benefits all learners.

Treaty Education Outcomes and Indicators

Treaty Relationships (TR)

Goal: By the end of Grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples' identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.

Spirit and Intent of Treaties (SI)

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

Historical Context (HC)

Goal: By the end of Grade 12, students will acknowledge that the social, cultural, economic, and political conditions of the past played and continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape.

Treaty Promises and Provisions (TPP)

Goal: By the end of Grade 12, students will appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people.

Treaty Education Outcomes and Indicators

Kindergarten: Getting to Know My Community

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

K Kindergarten

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Treaty Education Outcomes and Indicators

Grade One: Learning That We Are All Treaty People

<p>TR1¹: Examine how sharing contributes to treaty relationships.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Describe how sharing occurs in families, classrooms and communities. ➤ Explore, using family and community members as a resource, the diverse views on what it means to share (e.g. the land and resources from the land on which we live). ➤ Represent how sharing was of benefit in early contact between First Nation peoples and explorers. 	<p>SI1²: Examine the connections between intentions and actions.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Represent how thoughts influence actions through personal examples (e.g., if I intend to be nice, I act in a particular way; or if I intend to help my mother or father, this just remains a nice idea, unless I take action and do something to help them). ➤ Describe how some thoughts influence actions (e.g., being thankful and expressing gratitude by saying thank you establishes a pattern). 	<p>HC1³: Explore the many ways people meet their needs from nature and the land on which they live.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Describe various uses (e.g., food, clothing, shelter) of buffalo, elk, moose, and caribou, now and in the past. ➤ Compare how people, past and present, live on the land (e.g., agriculture, ranching, trapping, fishing, dwellings, and modes of transportation). ➤ Explain how people helped and continue to help each other live on this land. 	<p>TPP1⁴: Explore what is meant by <i>We are all Treaty People</i>.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Recognize that treaties contain promises for all people. ➤ Represent that all Saskatchewan people are treaty people from the time the treaties were signed, through to today, and into the future. ➤ Describe what a promise is using student's personal experiences.
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Treaty Education Outcomes and Indicators

Grade Two: Creating a Strong Foundation through Treaties

<p>TR2¹: Examine how the Treaties are the basis for harmonious relationships in which land and resources are shared.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Examine the concepts of peace and harmony and provide examples of how these concepts are expressed in people’s lives and discuss why these concepts are important. ➤ Discuss the First Nations concepts of sharing (e.g., traditional community ownership vs. individual ownership) and consider what sharing the land and its resources might mean. ➤ Represent examples of peaceful and harmonious relationships between First Nations and others. 	<p>SI2²: Recognize the importance of honesty when examining one’s intentions.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Share examples of honesty. ➤ Discuss the role of honesty in written or verbal expressions of intention. ➤ Explore and express what may happen if honesty is separated from one’s actions (e.g., promising to do something and not doing it). 	<p>HC2³: Analyze the traditional forms of leadership that were in practice prior to European contact and in First Nations communities.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Explore the traditional leadership practices of First Nations (e.g., matriarchal, consensus approach, spiritual). ➤ Describe the concept of consensus from student’s own experience (e.g., deciding what restaurant to go to, what game to play at recess). ➤ Research how decisions were made by First Nations. <p>Compare past and present ways of selecting First Nations leaders.</p>	<p>TPP2⁴: Develop an understanding of Treaties as sacred promises that exist between the British Crown (i.e., government) and First Nations.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Explore First Nations beliefs that treaties are special promises sealed by sacred ceremonies (e.g. pipe ceremony). ➤ Recognize that the treaty suits, medals, and flags are symbols used by the British Crown to signify its commitment to uphold the promises made in the treaties. ➤ Represent understanding of the concept that treaties will last for as long as the sun shines, grasses grow, and rivers flow. ➤ Identify the Saskatchewan Numbered Treaty Territory in which they live (e.g., Treaties 2, 4, 5, 6, 8, 10).
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Treaty Education Outcomes and Indicators

Grade Three: Exploring Challenges and Opportunities in Treaty Making

<p>TR3¹: Examine the relationships between First Nation peoples and the land, before and after the signing of treaties.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Examine the impact of geography (e.g., grasslands, boreal forest or woodland, grain belt, lakeland regions) on the relationship between First Nations people and the land. ➤ Describe the lifestyle changes of First Nations, prior to and after placement on reserves. ➤ Discuss the worldviews associated with ownership of the land and consider the impact those views have on a person's relationship to the land. 	<p>SI3²: Examine how various teachings people have about the natural world guide behaviour and actions.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Interview family members to learn the stories and teachings they hold related to nature and Mother Earth, and explore the intended meaning found in those stories and teachings. ➤ Analyze how First Nation peoples' beliefs guide relationships with the land and natural world. ➤ Compare the First Nations and British Crown view of the treaties with respect to land and ownership. 	<p>HC3³: Explore the benefits that each of the parties to treaty enjoy.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Recognize how all Saskatchewan people are beneficiaries of treaty (e.g., sharing of natural resources, access to vast tracts of land, peaceful means of living with one another). ➤ Recognize that treaty benefits flow equally to all peoples in Saskatchewan living in Treaty 4, 5, 6, 8, and 10 areas. ➤ Discuss what the benefits of treaties are for First Nations (e.g., education, health). ➤ Discuss what the benefits of treaties are for non-First Nations (e.g., access to land for farming). 	<p>TPP3⁴: Explore how the use of different languages in treaty making presented challenges and how those challenges impact people today.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Research various languages spoken during treaty making in the treaty territory in which students live. ➤ Express challenges faced by all people when their first language is not spoken in the communities where they live. ➤ Investigate how language used in the treaty making process limited mutual understandings of differing worldviews.
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Treaty Education Outcomes and Indicators

Grade Four: Understanding How Treaty Promises Have Not Been Kept

<p>TR4¹: Analyze how relationships are affected when treaty promises are kept or broken. Indicators:</p> <ul style="list-style-type: none"> ➤ Represent examples of promises experienced in their families, classrooms and communities. ➤ Discuss the impact on relationships when promises are kept or broken. ➤ Identify treaty promises from the local treaty territory and the extent to which those treaty promises have been fulfilled ➤ Discuss the effect of unfulfilled treaty promises on relationships. 	<p>SI4²: Examine the intent of treaty in relation to education. Indicators:</p> <ul style="list-style-type: none"> ➤ Discuss why First Nations signatories believed there was a benefit to both European education and traditional ways of learning. ➤ Research the forms of education that First Nations people have experienced since the treaties were signed. ➤ Discuss why some First Nations peoples refer to “education is our new buffalo” (i.e., the means to survive in the new world with the newcomers). 	<p>HC4³: Explore the historical reasons why people entered into treaty. Indicators:</p> <ul style="list-style-type: none"> ➤ Examine how the disappearance of the buffalo and the loss of traditional hunting and trapping territories created a need for First Nations to enter into treaties. ➤ Explore how people used the land before the community students are living in was formed. ➤ Recognize that treaties provided opportunity for newcomers to live on and share the land of what is now Saskatchewan. 	<p>TPP4⁴: Examine the objectives of the First Nations and British Crown’s representatives in negotiating treaty. Indicators:</p> <ul style="list-style-type: none"> ➤ Examine the benefits each signatory hoped to achieve. ➤ Analyze the challenges and opportunities associated with negotiating treaties (e.g., communication among groups, transportation, participation, preservation of language and cultural practices). ➤ Identify how each of the signatories to treaty recorded the events.
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Treaty Education Outcomes and Indicators

Grade Five: Assessing the Journey in Honouring Treaties

<p>TR5¹: Examine the concepts of colonization and decolonization and analyze their effects. Indicators:</p> <ul style="list-style-type: none"> ➤ Recognize the impact of colonization and assimilation policies of the Canadian government on First Nations and Métis societies. ➤ Examine effects of racism on relationships among Saskatchewan people. ➤ Investigate the current process of decolonization and the impact this has on all Canadian people. 	<p>SI5²: Analyze how symbols used by treaty signatories contributed to the treaty making process. Indicators:</p> <ul style="list-style-type: none"> ➤ Investigate how symbols were used throughout history to influence people (e.g., promote solidarity or intimidate and control people). ➤ Compare the symbols associated with the Canadian judicial system (British Crown) and the symbols used by the First Nation peoples during treaty making. ➤ Investigate and report on the significance of symbols that depict the peaceful and harmonious relations between two sovereign nations (e.g., pipe ceremony, feasts and festivals, doves, handshake, or gatherings). 	<p>HC5³: Analyze the concept of self-government as it applies to First Nation and Métis people. Indicators:</p> <ul style="list-style-type: none"> ➤ Describe First Nations and Métis political organizations in Canada and Saskatchewan. ➤ Identify First Nations and Métis leaders who were instrumental in the establishment of their political systems and structures. ➤ Investigate challenges and opportunities facing First Nation and Métis political organizations today. 	<p>TPP5⁴: Analyze the benefits of treaties for all people in Saskatchewan from a contemporary perspective. Indicators:</p> <ul style="list-style-type: none"> ➤ Identify contemporary results of Saskatchewan Treaties (e.g., urban reserves, economic development, resource sharing). ➤ Examine Tribal Councils or First Nation Bands who have urban land holdings and/or commercial enterprises and the resulting benefits to all Saskatchewan people. ➤ Investigate contemporary negotiations that support treaties as living agreements.
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Treaty Education Outcomes and Indicators

Grade Six: Moving Towards Fulfillment of Treaties

<p>TR6¹: Analyze the concepts, structures and processes which have been developed for the purpose of treaty implementation.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Research the various structures and processes that have been created in an effort to honour treaties. ➤ Describe how the full implementation of the treaties is expected to bring positive economic implications for all people of Saskatchewan. ➤ Explore the concept of sovereignty as related to First Nation peoples. ➤ Explore the concept of sovereignty as related to Métis peoples. 	<p>SI6²: Analyze the importance of the preservation and promotion of First Nations and Métis languages.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Express how one’s cultural identity is influenced by language. ➤ Explore initiatives in Canada that contribute to the preservation and restoration of First Nations languages. ➤ Describe how the loss of language impacts cultural identity (e.g., importance of ceremony, song, dance, storytelling). 	<p>HC6³: Analyze how the movement towards the fulfillment of treaty obligations has positively affected all people in Saskatchewan.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Examine the impact of urban reserves on livelihood (e.g., economic, social, cultural, environmental). ➤ Examine how the Federation of Saskatchewan Indian Nations (FSIN) and other organizations supports the fulfillment of Treaties. ➤ Investigate how parties to treaty are utilizing the land for economic development opportunities. 	<p>TPP6⁴: Investigate the role of the Treaty Table and the role of the Office of the Treaty Commissioner (OTC) in promoting good relations between signatories.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Describe the role that Treaty Commissioners play in facilitating the fulfillment of treaty. ➤ Investigate and report on the goals and achievements of the Treaty Table and the OTC.
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Grade Seven: Understanding Treaties in a Contemporary Context

<p>TR7¹: Analyze to what extent each of the signatories to treaty meets their respective obligations.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Compare the meanings of “commitments” and “obligations” from the different world views. ➤ Examine how the federal government addresses the commitments made in the treaties. ➤ Examine how the obligations of First Nations have been met. ➤ Research the repatriation of the Canadian Constitution (1982). 	<p>SI7²: Examine Oral Tradition as a valid way of preserving accounts of what transpired and what was intended by entering into treaty.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Represent the ways oral tradition is used by diverse cultures, starting with First Nations. ➤ Explain how written and oral accounts might differ from one another. ➤ Examine the role of ceremony, traditions and story in transferring knowledge from generation to generation. ➤ Compare the recorded accounts of treaty from the perspectives of the Crown and the First Nations. ➤ Research oral accounts of treaty as passed on to each generation by Elders. ➤ Research visual representations that supported the oral tradition of treaty (e.g., Chief Pasqua’s pictograph, wampum belts). 	<p>HC7³: Examine the Indian Act, including its amendments, and explore the effects it has on the lives of First Nations.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Identify the elements/big ideas of the Indian Act, including its amendments. ➤ Examine the effects of the Indian Act on the lives of First Nations. ➤ Investigate how the treatment of Aboriginal veterans differed from non-Aboriginal veterans. ➤ Investigate the process whereby First Nation peoples acquired the full rights of Canadian citizenship including the right to vote. 	<p>TPP7⁴: Investigate the impact of Bill C31 on the equality of genders under the Indian Act.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Research the concept of “Status Indian” and determine the implications of this concept on the government’s fulfillment of treaty. ➤ Investigate traditional kinship patterns and explain how First Nations would have traditionally determined their membership.
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Grade Eight: Exploring Treaty Impacts and Alternatives

<p>TR8¹: Analyze the impact of treaty on the Métis people. Indicators:</p> <ul style="list-style-type: none"> ➤ Research and assess the role of the Métis in the treaty negotiation process. ➤ Examine the role of interpreter in the treaty process (e.g. importance of language). ➤ Examine the concept of Scrip, as opposed to being signatories of treaties, and explore the importance of having a land base from which to generate a livelihood. ➤ Investigate how Métis peoples' identity was impacted with their inclusion in Treaty 10. 	<p>SI8²: Assess the impact residential schools have on First Nations communities. Indicators:</p> <ul style="list-style-type: none"> ➤ Compare stories of First Nations people who attended residential schools to the experiences students have had in their own schools. ➤ Investigate how First Nations people were forced to learn languages and cultures other than their own. ➤ Represent the effects of residential schools on First Nations' languages and cultures. ➤ Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nation peoples in residential schools. ➤ Assess the importance of the official apology offered by the Canadian government as recommended by the Royal Commission on Aboriginal Peoples for the tragic outcomes of the Residential School Era. 	<p>HC8³: Examine how Provincial, Territorial, and Aboriginal governments, who have not negotiated treaty, work to respect each other's interests. Indicators:</p> <ul style="list-style-type: none"> ➤ Research and compare the experiences of British Columbia First Nations with the experience of people from Saskatchewan who have negotiated Treaties. ➤ Analyze how respective world views influence the interests of each party who desire to enter into treaty. ➤ Explore how each province and territory in Canada has worked towards developing a relationship with First Nations. 	<p>TPP8⁴: Assess whether the terms of treaty have been honoured and to what extent the treaty obligations have been fulfilled. Indicators:</p> <ul style="list-style-type: none"> ➤ Represent an understanding of the concepts "Medicine Chest" and "Education", as intended in the Treaties. ➤ Relate various quality of life measures from the perspectives of First Nations and non First Nations people based on the fulfillment of treaties. ➤ Propose options that may address any inequities discovered.
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Treaty Education Outcomes and Indicators

Grade Nine: Understanding Treaties from Around the World

<p>TR9¹: Investigate the treaty experiences of Indigenous people around the world. Indicators:</p> <ul style="list-style-type: none"> ➤ Apply knowledge of Treaties in Canada to the experiences of Indigenous peoples in other countries. ➤ Investigate the Canadian government’s response to the UN Declaration of the Rights for Indigenous Peoples. ➤ Analyze the motives and actions of countries whose governments honour and support treaty relationships. ➤ Analyze the motives and actions of countries whose governments oppress indigenous peoples. 	<p>SI9²: Apply understanding of treaties and treaty making with world indigenous peoples. Indicators:</p> <ul style="list-style-type: none"> ➤ Research and compare the treaties and treaty making processes within Saskatchewan and various countries (e.g. New Zealand, Ethiopia, Brazil, Japan). ➤ Analyze the purpose of symbols used in treaty making from Canada to other countries. 	<p>HC9³: Analyze how treaty making recognizes peoples’ rights and responsibilities. Indicators:</p> <ul style="list-style-type: none"> ➤ Examine treaties involving Indigenous people from countries other than Canada (e.g., Treaty of Waitangi). ➤ Investigate relationships between governments and Indigenous peoples and document the instances of peaceful resolution. ➤ Compare the peaceful nature which Canada employed in the treaty making with the processes in other countries. ➤ Relate Canada’s treaty making process to their peace keeping role in international affairs. 	<p>TPP9⁴: Examine the effectiveness of treaty making in addressing the circumstances of Indigenous peoples. Indicators:</p> <ul style="list-style-type: none"> ➤ Investigate treaties with Indigenous peoples in other countries. ➤ Describe the circumstances that have prompted the negotiation of treaties in other countries. ➤ Analyze the challenges Indigenous peoples face when negotiating treaties.
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KEY

9 Grade 9

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Treaty Education Outcomes and Indicators

Grade Ten: Examining the Canadian context for Treaties

<p>TR10¹: Examine contemporary economic implications of Treaties for all the people of Saskatchewan and other Canadian jurisdictions.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Investigate the economic impact that First Nations have on the provincial and territorial economies and the resulting benefits for all people (e.g. natural resources; hunting, fishing and gathering; tourism; hospitality; gaming). ➤ Evaluate the impact that First Nations have on local economies. ➤ Investigate the cost of fulfilling treaties within Saskatchewan and other Canadian jurisdictions. 	<p>SI10²: Analyze the spirit and intent of Treaties and investigate the extent to which they have been fulfilled.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Identify spirit and intent of the terms of treaty. ➤ Imagine and describe what our society would look like today if all treaty obligations had been completely fulfilled and what it could look like into the future (e.g., Maori influence on New Zealand institutions). 	<p>HC10³: Investigate opportunities and challenges faced by First Nations and the Government of Canada in relation to governance issues.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Examine the impact of federal, provincial, and municipal government policies on the fulfillment of Treaties. ➤ Research public policy as it relates to self-government. 	<p>TPP10⁴: Investigate issues related to resource development and Treaties.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Research crown and private corporations that are involved in resource development to investigate the relationship they have with First Nations. ➤ Investigate court rulings that have set the stage for resource development in Saskatchewan. ➤ Examine the positions of First Nations and Government agencies responsible for the stewardship and management of resources (e.g., duty to consult process).
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KEY

10 Grade 10

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Treaty Education Outcomes and Indicators

Grade Eleven: Assessing Treaty Making from a Global Perspective

<p>TR11¹: Examine how Canada’s process of treaty making could be applied to situations in other parts of the world where Indigenous people have struggled to have rights recognized.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Apply the principles of Canadian treaty making as a means for resolving conflict and represent it (e.g. dramatization, visual, dance, oral representation, multi media presentation). ➤ Investigate how the United Nations addresses issues regarding the self-determination of Indigenous peoples. 	<p>SI11²: Analyze how the unfulfilled aspects of treaties, with international indigenous people, have resulted in inequities.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Analyze international examples of treaties involving indigenous peoples that have resulted in inequities. ➤ Research how the Indian Act and its implementation differ in practice from First Nation governance structures. ➤ Explore legal, political, ethical, and social impacts within Canada where Treaties do not exist. 	<p>HC11³: Evaluate specific treaties that have been, or currently are, in place globally to determine their effectiveness.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Conduct an inventory of the various treaties that currently exist. ➤ Assess the various motives for entering into treaty. ➤ Construct a recommendation as to the effectiveness of treaty as a means for addressing conflict (e.g., a motion, passing of a law). ➤ Research UN resolutions and initiatives in relation to self-determination of indigenous peoples. 	<p>TPP11⁴: Analyze the impact Canadian treaties could have on resolving global conflict.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Assess Canadian treaty making processes and compare to treaty processes from around the world. ➤ Assess the leadership role Canada plays internationally in treaty making.
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KEY

11 Grade 11

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Treaty Education Outcomes and Indicators

Grade Twelve: Applying Treaty Understandings to One’s Life

<p>TR12¹: Examine one’s position regarding the importance of the treaty relationship for the social, cultural and economic prosperity of all Saskatchewan and Canadian people.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Analyze data from multiple sources (e.g., oral tradition, National Council on Welfare, Assembly of First Nations, Statistics Canada, Indian and Northern Affairs Canada) to inform personal beliefs regarding the effectiveness of treaties in addressing social, cultural and economic inequities. ➤ Analyze how the media currently depicts the treaty relationship and determine the effects this has on public perception. ➤ Analyze what you believe about treaty relationships, why you believe it, and how you came to believe it. 	<p>SI12²: Investigate the values and beliefs of self, family, community, and society in relation to the importance of honouring the Spirit and Intent of treaties.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Interview family, friends and community members to determine values and beliefs in relation to treaties. ➤ Describe ways people could demonstrate the spirit and intent of treaties and treaty principles (e.g., honour, respect, honesty, fairness, ethical space). ➤ Reflect on and discuss personal experiences in honouring treaty principles. 	<p>HC12³: Examine how treaties within contemporary society impact on individual’s lives.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Describe the principles of treaty and understand the importance those principles play. ➤ Evaluate one’s actions according to personal beliefs nurtured through their understanding of treaty making. ➤ Analyze responses to treaties in current federal and provincial government policies. ➤ Synthesize knowledge and appreciation of treaties. 	<p>TPP12⁴: Represent personal understanding of the concept, <i>We Are All Treaty People</i>.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Examine the benefits of treaties as a way of defining and honouring relationships between nations. ➤ Describe various worldviews represented by the signing of treaty. ➤ Examine the importance of decolonization as a process that supports the understanding that <i>We Are All Treaty People</i>.
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12 Grade 12

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