

# Curriculum tables

The following tables highlight potential curriculum inclusions at each grade level for teachers to consider.

**Table 1. Early Learning / Kindergarten: Holistic Engagement with FNMI Nations**

From the age of four to five years, children’s emotional and moral development is rapidly growing and greatly impressionable. At this stage they are forming images of self, beginning to express ideas, asking questions and learning to engage in discussion.<sup>22</sup> This is a time for growth, compassion and understanding FNMI peoples through a holistic perspective.

Geographical Area/s OR Terms OR Nations to Highlight	Suggested Contributions to Highlight	General Subject and Potential Strategies
Always start with the local FNMI Nations and their self-identification terms.	Canoes Snowshoes Popcorn Pumpkins Fishhooks Chocolate Maple Sugar Umbrellas Mirrors Shovels Jackstraws Cat’s Cradle	<b>LITERACY:</b> Interactive storytelling sessions on FNMI legends. <b>NUMERACY:</b> Make popcorn strings, count and share new in-class learning on FNMI Nations. <b>SCIENCE:</b> Create paintings of Mother Earth and relay the FNMI teaching. <b>SOCIAL STUDIES:</b> Read Aloud on maple sugar and maple syrup as an FNMI gift. <b>THE ARTS:</b> Decorate pumpkins and share the origin of this FNMI innovation.
Turtle Island First Nations Métis Inuit Respect Mother Earth		

**Table 2. Primary Division (Grades 1 to 3): Building Community with FNMI Peoples**

Children aged six to eight have a social and moral development phase where they begin to form strong group identities and have resilient ideas about fairness. This creates opportunities to learn about what makes FNMI peoples unique and what the students may have in common with FNMI Nations.

Geographical Area/s OR Terms OR Nations to Highlight	Suggested Contributions to Highlight	General Subject and Potential Strategies
Always start with the local FNMI Nations and their self-identification terms.	Toboggans Kayaks Dogsleds Saws Paper Compass Maracas Bells Fans Bunk Beds Chewing Gum Potatoes Beekeeping Mukluks Pottery	<b>LITERACY:</b> Shared Reading on stories of winter and highlight the FNMI gifts. <b>NUMERACY:</b> Make designs for pottery and explore the patterns of the students. <b>SCIENCE:</b> Present the process of beekeeping and the FNMI gifts of honey to our world. <b>SOCIAL STUDIES:</b> Explore the weather and lands of the 12 geographical areas of the 500 Nations on Turtle Island. <b>THE ARTS:</b> Play the maracas and relate that this is a FNMI invention.
First Nations Métis Inuit Turtle Island Mother Earth 500 Nations 12 Geographical Areas introduced (Arctic to Subarctic)		

**Table 3. Junior Division (Grades 4 to 6): FNMI Contributions in Our Lives**

From nine to 11, children develop the ability to understand abstract ideas and to identify/label their feelings. This provides teachers with spaces to investigate FNMI contributions and the effects that these gifts have on the lives of the students today.

Geographical Area/s OR Terms OR Nations to Highlight	Suggested Contributions to Highlight	General Subject and Potential Strategies
Always start with the local FNMI Nations and their self-identification terms.	Bridges	<b>LITERACY:</b> Complete a classroom calendar as a large group and discuss FNMI calendars.
First Nations	Pyramids	<b>NUMERACY:</b> Construct pyramids and calculate area, perimeter and other appropriate math concepts.
Métis	Weaving	<b>SCIENCE:</b> Plant beans and keep a growth and observation journal.
Inuit	Calendars	<b>SOCIAL STUDIES:</b> Celebrate Thanksgiving as a class and provide insight into FNMI celebrations.
Indigenous	Boxes	<b>THE ARTS:</b> Play a variety of dice games and investigate the FNMI ones.
Turtle Island	Parkas	
12 Geographical Areas explored (Arctic to Subarctic) and able to identify some innovations for each	Beans	
	Corn	
	Squash	
	Mouthwash	
	Thanksgiving	
	Zero	
	Detergent	
	Pulleys	
	Dice Games	

**Table 4. Intermediate Division (Grades 7 and 8): Investigating FNMI Nations**

Youth aged 12 to 13 are forming their own personal morality codes and are capable of introspection (i.e. visions of what is and what can be). This is a time in their educational career when they can respectfully confront FNMI stereotypes and make connections to authenticity.

Geographical Area/s OR Terms OR Nations to Highlight	Suggested Contributions to Highlight	General Subject and Potential Strategies
Always start with the local FNMI Nations and their self-identification terms.	Hockey	<b>LITERACY:</b> Facilitate the creation of 500 Nation Innovations posters. Post around school.
First Nations	Basketball	<b>NUMERACY:</b> Discuss the concept of a census. Engage in a mock census with the class.
Métis	Wheels	<b>SCIENCE:</b> Investigate the benefits of aromatherapy and highlight FNMI use.
Inuit	Needles	<b>HISTORY:</b> Research the distinct status of FNMI peoples and the treaties. Facilitate a discussion of current meanings.
Indigenous	Insecticides	<b>GEOGRAPHY:</b> Plot specific Nations and their contributions on a map of North America.
Aboriginal	Asphalt	<b>THE ARTS:</b> Attend an FNMI event, play or celebration.
Section 35 (Constitution)	Zoos	
Treaty	Census	
Nationhood	Tourniquets	
12 Geographical Areas examined (Arctic to Subarctic) with particular reference to specific Nations and their inventions	Aromatherapy	
	Geometry	
	Vanilla	
	Paprika	
	Tax System	
	Money	

**Table 5. Secondary Division (Grades 9 and 10): FNMI Resources**

From 13 to 15, our youth (FNMI and non-FNMI) experience challenging emotional and social development. They often feel misunderstood and rely heavily on peers for acceptance and meaning. This is a critical time for educators to provide our youth with FNMI role models and mentorship opportunities.

Geographical Area/s OR Terms OR Nations to Highlight	Suggested Contributions to Highlight	General Subject and Potential Strategies
Always start with the local FNMI Nations and their self-identification terms.	Irrigation Systems Orchards Xeriscaping	<b>ENGLISH:</b> Organize an online pen pal activity with your students and an FNMI school or community. <b>MATH:</b> Create timelines of specific Nations and their inventions.
First Nations Métis Inuit First Nations, Métis and Inuit Peoples (FNMI) Indigenous Self-Government Aboriginal (Section 35 of Constitution) Treaties Self-Determination Nationhood 12 Geographical Areas with specific understanding of Nations, inventions, descriptions and time of development	Apartment Complexes Lighthouses Murals Twist-On Jar Lids Plumbing Trousers Quinoa Toothbrushes Aquaculture Snack Foods Maps Place-Names Syringes Ironwork Smelting Anaesthetics Compulsory Education	<b>SCIENCE:</b> Recreate a model of Pueblo Bonito at Chaco Canyon and facilitate discussion on structure. <b>HISTORY:</b> View CBC's 8 <sup>th</sup> Fire in segments to understand key terms and perspectives in the FNMI world. <b>GEOGRAPHY:</b> Plot the treaty areas, zones and FNMI place names in North America. Identify what this means to them as citizens. <b>HEALTH AND PHYSICAL EDUCATION:</b> Research the snack foods of FNMI peoples. Prepare a recipe. <b>MUSIC:</b> Listen to contemporary FNMI musicians and constructively critique. <b>DRAMA:</b> View a play or movie written by an FNMI person. <b>VISUAL ARTS:</b> Design and paint a class mural on the 500 Nations.

**Table 6. Secondary Division (Grades 11 and 12): FNMI Present Realities**

Young adults aged 15 to 18 are confronted with many decisions and experience intellectual and moral development benchmarks. They have reasoning abilities that require evidence and believe/understand that behaviours are influenced by authorities (and can challenge these powers). This time represents an opportunity to provide lessons on FNMI current issues, successes and innovations.

Geographical Area/s OR Terms OR Nations to Highlight	Suggested Contributions to Highlight	General Subject and Potential Strategies
Always start with the local FNMI Nations and their self-identification terms.	Road Systems Drill Bits Latex	<b>ENGLISH:</b> Drawing upon the Literature Circle method read the stories of FNMI youth. <b>MATH:</b> Place students in small groups and have them research and present FNMI statistics. Reflect on the implications of these numbers.
First Nations Métis Inuit First Nations, Métis and Inuit Peoples (FNMI) Treaty Rights Aboriginal Rights Indigenous Self-Identification Self-Determination Self-Government Genocide Appropriation Cultural Reclamation Colonialism (Neo) 12 Geographical Areas with ability to identify particular Nations, inventions, descriptions and approximate time of development	Electricity Astronomy Women's Rights Labour Laws Astringents Barbershops Thoracentesis Sunscreens Hemostats Oral Contraception Sign Language Laminated Bows Soft Drink Ingredients Freeze-Drying Forest Management Dental Inlays Crampons Evaporative Cooling Companion Planting Barbeques	<b>SCIENCE:</b> Explore the FNMI sites that were the locations for their astronomy labs. Research these areas and their functions. <b>HISTORY:</b> View CBC's 8 <sup>th</sup> Fire in segments and highlight aspects of Women's Rights. <b>GEOGRAPHY:</b> Make FNMI Nation/Innovation pamphlets that centre on particular physical regions. <b>HEALTH AND PHYSICAL EDUCATION:</b> Provide activities in identity and self-esteem. Bring in an FNMI guest speaker on the topic. <b>MUSIC:</b> Construct playlists of FNMI artists according to musical genres. <b>DRAMA:</b> Learn sign language and discuss this original FNMI innovation. <b>VISUAL ARTS:</b> View local FNMI art and discuss the messages, techniques and aesthetics.