



# Tipi Teachings

## CURRICULUM CONNECTIONS

### KINDERGARTEN

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<a href="#">CRK.3</a> : Listen, comprehend, and respond to gain meaning in oral texts.	a, b, e, j
Health Education	Understanding, Skills, and Confidences	<a href="#">USCK.1</a> : Develop basic habits to establish healthy relationships, with self, others, and the environment.	e, g, i, j, k
Mathematics	Patterns and Relations	<a href="#">PK.1</a> : Demonstrate an understanding of repeating patterns (two or three elements) by identifying, reproducing, extending, creating, and patterns using manipulatives, sounds, and actions.	c, d
	Shape and Space	<a href="#">SSK.1</a> : Use direct comparison to compare two objects based on a single attribute, such as length (including height), mass, volume, and capacity.	a
Science	Physical Science: Materials and Objects	<a href="#">MOK.1</a> : Investigate observable characteristics of familiar objects and materials in their environment.	a, b, c, d, g, i
Social Studies	Interactions and Interdependence	<a href="#">INK.1</a> : Demonstrate an understanding of similarities and differences among individuals in the classroom.	b, c
		<a href="#">INK.2</a> : Describe the diversity of groups represented in the classroom.	a, b, c
	Dynamic Relationships	<a href="#">DRK.1</a> : Describe the spatial relationships among people, places, and environments.	d, f
		<a href="#">DRK.3</a> : Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people	b, c, d
	Power and Authority	<a href="#">PAK.1</a> : Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony.	a, b, c, e, f
<a href="#">PAK.2</a> : Recognize situations in which disagreement may be part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony.		c	



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## GRADE 1

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<a href="#">CR1.3</a> : Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).	a, d, g
Health Education	Understanding, Skills, and Confidences	<a href="#">USC1.1</a> : Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.	a, b, c, g, j
Science	Physical Science: Object and Materials	<a href="#">OM1.1</a> : Investigate observable characteristics and uses of natural and constructed objects and materials in their environment.	b, f, h
	Earth and Space Science: Daily and Seasonal Changes	<a href="#">DS1.1</a> : Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording.	d, j
Social Studies	Interactions and Interdependence	<a href="#">IN1.2</a> : Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.	c, e
		<a href="#">IN1.3</a> : Assess ways in which relationships help to meet human needs.	a, b
	Dynamic Relationships	<a href="#">DR1.2</a> : Describe kinship patterns of the past and present and describe according to traditional teachings.	b
		<a href="#">DR1.3</a> : Demonstrate awareness of humans' reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.	d
	Resources and Wealth	<a href="#">RW1.1</a> : Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being.	e
		<a href="#">RW1.2</a> : Discuss ways in which work may be managed and distributed in families and groups.	b, c



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 GRADE 2

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
<b>Arts Education</b>	Cultural/Historical	<a href="#">CH2.1</a> : Identify key features of arts and cultural traditions in own community.	a, b
<b>English Language Arts</b>	Comprehend and Respond	<a href="#">CR2.1</a> : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility, and make connections to prior learning and experiences.	a, b
<b>Social Studies</b>	Interactions and Interdependence	<a href="#">IN2.1</a> : Determine characteristics of a community.	d
	Dynamic Relationships	<a href="#">DR2.1</a> : Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times.	e
		<a href="#">DR2.2</a> : Analyze the influence of the natural environment on the local community.	c, d, e
		<a href="#">DR2.4</a> : Describe the influence of Treaty and First Nations people on the local community.	a, b, f
Resources and Wealth	<a href="#">RW2.2</a> : Analyze various worldviews regarding the natural environment.	a, d	



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GRADE 3

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
<b>Arts Education</b>	Cultural/Historical	<a href="#">CH3.2</a> : Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own and communities or regions.	e, f
<b>English Language Arts</b>	Comprehend and Respond	<a href="#">CR3.1</a> : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility, and make comparison with personal experiences.	a, d
<b>Social Studies</b>	Interactions and Independence	<a href="#">IN3.1</a> : Analyze daily life in a diversity of communities. <a href="#">IN3.2</a> : Analyze the cultures and traditions in communities studied.	a, b b, c
	Dynamic Relationships	<a href="#">DR3.3</a> : Compare the beliefs of various communities around the world regarding living on and with the land.	a, b
	Resource and Wealth	<a href="#">RW3.1</a> : Appraise the ways communities meet their members' needs and wants.	b, c



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### GRADE 4

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
<b>Arts Education</b>	Cultural/Historical	<a href="#">CH4.2</a> : Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.	a
<b>English Language Arts</b>	Comprehend and Respond	<a href="#">CR4.1</a> : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address identity, community, and social responsibility, and support response with evidence from text and from own experiences.	a, b, d, e,
		<a href="#">CR4.3</a> : Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions.	a, e, f, h
<b>Social Studies</b>	Dynamic Relationships	<a href="#">DR4.1</a> : Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.	c, d, e, f, g
		<a href="#">DR4.2</a> : Explain the relationship of First Nations and Métis peoples with the land.	a, b, c



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GRADE 5

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
<b>English Language Arts</b>	Comprehend and Respond	<a href="#">CR5.1</a> : Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address identity, community, and social responsibility.	a, b, e, f
		<a href="#">CR5.3</a> : Listen purposefully to a range of texts from a variety of cultural traditions (including oral traditions shared by First Nations and Métis Elders and Knowledge Keepers) to understand ideas and instructions, to evaluate the message heard and the required follow-up action, and to draw conclusions about speaker's verbal and nonverbal message(s), purpose, point of view, and techniques used in presentation.	a, d, e, h
<b>Social Studies</b>	Dynamic Relationships	<a href="#">DR5.2</a> : Assess the impact of the environment on the lives of people living in Canada.	b, c



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GRADE 6

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<a href="#">CR6.1</a> : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a, c
		<a href="#">CR6.5</a> : Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.	a, c, d, e, f
Health Education	Understanding, Skills, and Confidences	<a href="#">USC6.1</a> : Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).	a, b, c, i
Social Studies	Resources and Wealth	<a href="#">RW6.1</a> : Examine and analyze factors that contribute to quality of life, including material and non-material factors.	c



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### GRADE 7

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<a href="#">CR7.1</a> : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a, e
		<a href="#">CR7.2</a> : Select and use appropriate strategies to construct meaning before (e.g. formulating questions), during (e.g. recognizing organizational structure), and after (e.g. making judgements supported by evidence) viewing, listening, and reading.	a, b, c
Social Studies	Resources and Wealth	<a href="#">RW7.3</a> : Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries.	a

### GRADE 8

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	<a href="#">CR8.1</a> : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a
		<a href="#">CR8.2</a> : Select and use appropriate strategies to construct meaning before (e.g. previewing and anticipating message), during (e.g. making inferences based on text and prior knowledge), and after (e.g. paraphrasing and summarizing) viewing, listening, and reading.	a, b, c
Health Education	Understanding, Skills, and Confidences	<a href="#">USC8.1</a> : Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.	e
Social Studies	Dynamic Relationships	<a href="#">DR8.1</a> : Develop an understanding of the significance of land on the evolution of Canadian identity.	b, e





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GRADE 9

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
<b>English Language Arts</b>	Comprehend and Respond	<a href="#">CR9.5a</a> : Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches.	a, c
<b>Social Studies</b>	Interactions and Interdependence	<a href="#">IN9.3</a> : Analyze the ways a worldview is expressed in the daily life of a society.	b, c
	Dynamic Relationship	<a href="#">DR9.3</a> : Assess the relationship of the natural environment in the development of a society.	b, d, e
	Resources and Wealth	<a href="#">RW9.3</a> : Determine the influence of technologies of past societies studied on contemporary society.	c



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 GRADE 10 / LEVEL 10

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
<b>English Language Arts 10</b>	A10 Comprehend and Respond	<a href="#">CR A10.1</a> : Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, social responsibility, and social action (agency).	a, g, i
	B10 Comprehend and Respond	<a href="#">CR B10.1</a> : Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, social responsibility, and social action (agency).	a, g, i
<b>Native Studies 10</b>	<a href="#">Unit One: Identity and Worldviews</a>	Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.– Pg. 29	Recognize the concept of circularity as it applies to Aboriginal worldviews.
		Identify the major elements of Aboriginal worldviews. – Pg. 30	Deepen understanding of Aboriginal worldviews; make connections between Aboriginal worldviews and personal worldviews; describe an understanding of the cyclical nature of life.
	<a href="#">Unit Two: Community and Kinship</a>	Respect the intellectual integrity of the oral tradition. – Pg. 33	Discuss aspects of the Aboriginal intellectual tradition; understand that, with the assistance of their Elders, Aboriginal people strive to preserve their cultural knowledge; discuss various characteristics of Aboriginal Elders; discuss the value of sharing knowledge orally.
		Research factors that influence(d) Aboriginal housing. – Pg. 34	Become aware of and respect specific customs and beliefs of cultural groups that may be different from personal customs and beliefs; account for the longevity of Aboriginal values and customs.
	<a href="#">Unit Four: Economies</a>	Analyze how Aboriginal economies were environmentally responsible.– Pg. 39	Explain Aboriginal peoples’ reciprocal relationship with the environment; understand that the message of reciprocal obligations is carried in Aboriginal stories.
		Interpret how the horse dramatically altered Aboriginal economic enterprise. – Pg. 39	List the effects of the horse on Aboriginal economies and ways of life.



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<b>Social Studies 10</b>	<a href="#">Unit 1: Political Decision Making</a>	Interdependence – Pg. 110	Know that human beings live in society because they can best satisfy their needs and wants by working with other members of society.
		Social Organizations - Pg. 110	Know that social organizations stem from and deal with the basic, universal problems of ordered, social life.
	<a href="#">Unit 2: Economic Decision Making</a>	Traditional Economies: Sharing – Pg. 226	Know that equitable distribution of resources and wealth within the local community was very important.
		Traditional Economies: Conservation – Pg. 226	Know that traditional Aboriginal economies were guided by the belief that the environment is sacred and therefore must not be exploited or used for the gain of human beings.
	<a href="#">Unit 3: Ideology and the Decision Making Process</a>	Ideology – Pg. 316	Know that an ideology is similar to a paradigm because like paradigms they: (a) start with a set of values and beliefs which serve as basic assumptions about the nature of reality, (b) use these assumptions as the basis for interpreting the past and present and making predictions about the future, and (c) use their values and beliefs as criteria to decide which facts are significant enough to be selected from reality to base decisions on; and because they know that ideologies are a system of logic which influences economic and political decision making.



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 GRADE 11 / LEVEL 20

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts 20	Comprehend and Respond	<a href="#">CR 20.1</a> : View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address identity, social responsibility, and social action.	a, b, c
		<a href="#">CR 20.3</a> : Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts, including spoken instructions, and argumentative and persuasive speeches.	e
Native Studies 20	<a href="#">Introduction Unit</a>	Lesson One: Students will develop an appreciation for an Aboriginal worldview and identify it as practiced by Aboriginal peoples. – Pg. 129	Explore how cultural heritage shapes understanding, and how moral principles influence behavior; worldview as the position and relationship of oneself, community and culture to the Creator and Creation (land and environment).
Social Studies 20	<a href="#">Unit Three: Environment</a>	Stewardship – Pg. 330	Know that stewardship is the concept that: (a) one has an obligation to accept responsibility for the environmental system of which you are a part, and (b) you are accountable for keeping the environmental system safe so that it can be passed on intact to the next generation.



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 GRADE 12 / LEVEL 30

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts 30	A30 Comprehend and Respond	<a href="#">CR A30.1</a> : View, listen to, read, comprehend, and respond to a variety of grade appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address identity, social responsibility, and social action (agency).	a
	B30 Comprehend and Respond	<a href="#">CR B30.1</a> : View, listen to, read, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address identity, social responsibility, and social action (agency).	a
Native Studies 30: Canadian Studies	<a href="#">Unit One: Aboriginal and Treaty Rights</a>	Factors of diversity of Aboriginal nations of Canada – Pg. 106	Students will demonstrate respect for the perseveration of Aboriginal peoples to retain unique identities, and demonstrate respect for others points of view
		Influences of worldview on daily life – Pg. 108	Students will describe how worldview shapes peoples' lives, analyze the role of Elders in the Aboriginal community as keepers of worldview, identify and interpret how key values are transmitted in Aboriginal communities, and comprehend that there are diverse expressions of Aboriginal worldviews.
Social Studies 30: Canadian Studies	<a href="#">Unit Three: Culture</a>	The Nature of Humanity: Culture – Pg. 314	Know that culture is a learned series of human adaptations which is transmitted to succeeding generations and which gives people a predictable and ordered structure for their lives.
		The Nature of Humanity: Enculturation – Pg. 314	Know that enculturation is the process of teaching children how to feel, think, and act as members of a particular culture.
		The Fundamental Assumption of Canadian Society: Traditions – Pg. 322	Know that people develop traditions which may seem arbitrary and irrational to outsiders, and that these traditions are significant because they provide coherence between the past, present and future.



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		The Fundamental Assumption of Canadian Society: Society – Pg. 324	Know that society is a voluntary set of relationships that exist within a group of people which meet their needs and which evolve into a way of life.
		Model Creation and Adoption: Tradition – Pg. 332	Know that people depend on their cultural traditions and rituals as a way of finding meaning and purpose in life and for a sense of validation.
		Model Creation and Adoption: Enculturation – Pg. 336	Know that enculturation is the process of passing on a culture to the next generation; know that the process of becoming fully human requires that children be given a culture and made to feel part of something, be given meaning and purpose, and be encouraged to feel a sense of validation as a result of being made part of a culture.