



Empowering Educators with Foundational Indigenous Curriculum Resources

March 20, 2026
CASS Annual Learning Conference



Today's Agenda

Supporting every educator
in every classroom



- The Journey
- Indigenous Culture Based Learning in Curriculum
- Instructional Supports for Teachers at High Prairie School Division





- Release of the TRC Calls to Action
- Partnership with KTCEA
- Curriculum Deep Dive with Elders, Knowledge Keepers and Teachers
- Indigenous Culture Based Learning in Curriculum Website

Indigenous Culture Based Learning in Alberta Curriculum



Indigenous Culture Based Learning in Alberta Curriculum

Supporting every educator
in every classroom



About this Website

This website has been developed to provide supports for **infusing Cree ways of knowing and being** into curriculum. Find planning supports, videos, learning guides, and grade-specific documents for Alberta Kindergarten to Grade 12 English Language Arts and Literature, Math, Social Studies, and Science curriculum.

Foundations of Cree Ways of Knowing and Being

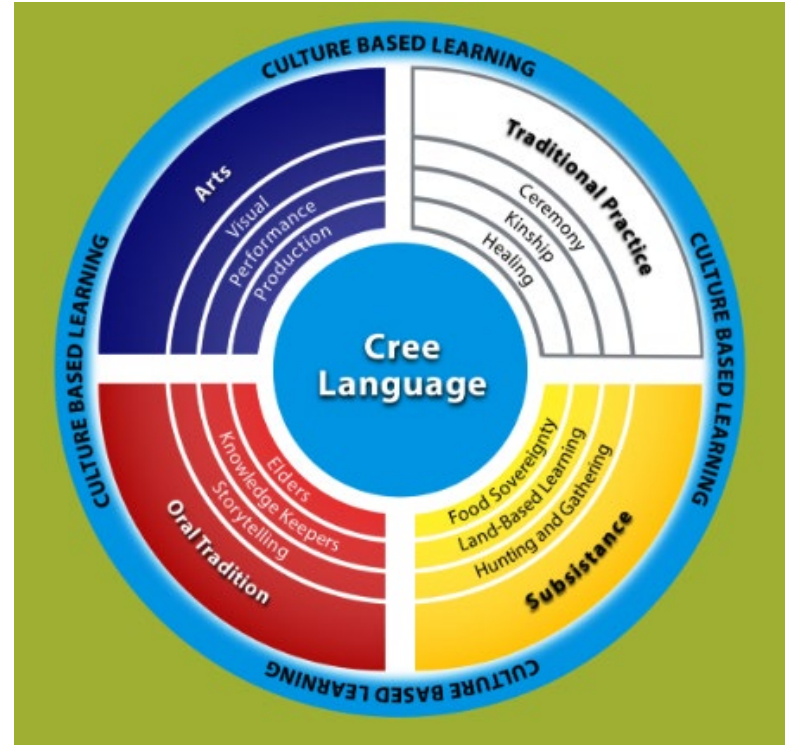
The **4 Foundations of Cree Ways of Knowing and Being** is a holistic model to help teachers plan and feel more comfortable with infusing Indigenous knowledge into curriculum through culture based teaching.

Foundations of Cree Ways of Knowing and Being

Supporting every educator
in every classroom



- Traditional Practices
- Subsistence Teachings
- Oral Tradition Teachings
- Arts



Infusing Cree Ways of Knowing and Being

- Curriculum By Grade
- Instructional Support Tools
- Teachings, Stories and Legends
- *Videos
 - Elder's Voices
 - General Knowledge
 - By Season

**Hyperlinked into the Curriculum by Grade documents*



**Indigenous Culture Based Learning
in Alberta Curriculum**

ELDERS' VOICES | TEACHINGS | STORIES AND LEGENDS | GENERAL KNOWLEDGE VIDEOS | **VIDEOS BY SEASON** | INSTRUCTIONAL SUPPORTS | CURRICULUM BY GRADE

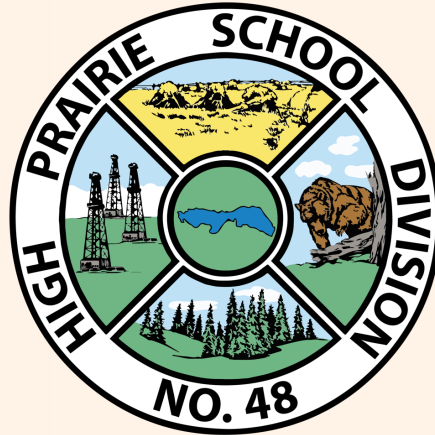
VIDEOS BY SEASON

The videos and learning guides on these pages are organized by season and can be incorporated into various curricular outcomes and supported with lesson planning tools and exemplars found on the Instructional Supports page.

[See a full list of all current seasonal series](#)

Spring Video Series	Summer Video Series	Fall Video Series	Winter Video Series
Find video series that support learning during the spring season or all year, including Birch Tree Tapping, Ducks and Geese, and Trapping and Snares-Beaver.	Find video series that support learning during the summer season or all year, including Ducks and Geese, and Harvesting Medicines.	Find video series that support learning during the fall season or all year, including Canning and Preserving, Common Tree Names, Elk Harvest, and Fall Whitefish.	Find video series that support learning during the winter season or all year, including Archery, Moose Harvest, and Trapping and Snares.

Implementing Instructional Support with Teachers

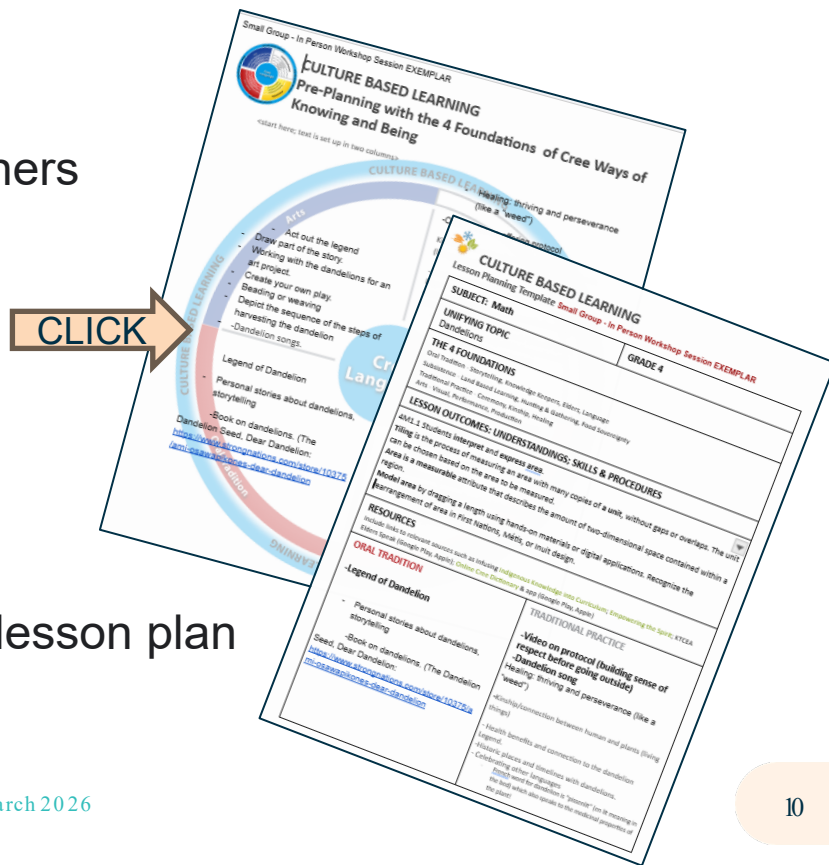


- Started small:
 - One school, one PD Session with Jason about the website
 - Another school different grade level
 - Division Teacher PD- Kickoff the year start up with Jason on website
 - Deeper Dive Division wide, PD Session with Jason/Kim
 - highlighted lesson planning tools
- Consulted Teachers
 - What outcome(s) are you finding difficulty connecting to Indigenous learning?

The Process



- Full Day Grade Level Teacher Workshops:
 - Small groups of grade/subject level teachers
 - Website Content Review
 - 4 Foundations
 - Planning Tools
 - Worked Through and Exemplar together
 - Pre-Planning
 - Lesson Plan
 - Select an outcome and create your own lesson plan



K-3 SS Bilingual Lessons - Literacy and more

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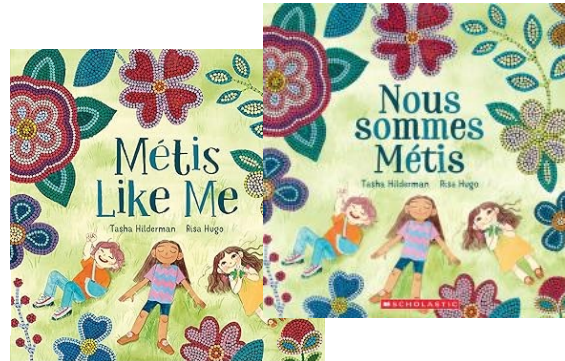
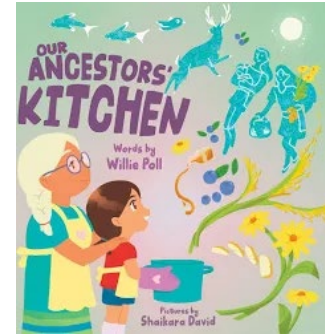
Multilingual chart for daily classroom references to time:
[KGSS TP2 Time - M-ES-TL2-LeTemps](#)

Sample Lessons:

[2SS TP2 The Land First Nations and Inuit IEC LessonPlan](#)

[KG SS TP2 References to Time-IEC LessonPlan](#)

[K-2 SS TP2 Who Am I IEC LessonPlan](#)





CULTURE BASED LEARNING


APPRENTISSAGE BASÉ SUR LA CULTURE



<p>Kindergarten Time and Place 2: Children explore expressions of traditions, cultures, and histories.</p>	<p>Maternelle Temps et lieu 2: Les enfants explorent l'expression de traditions, de cultures et d'histoires.</p>
<ul style="list-style-type: none"> • Implicit language opportunity • Highlighted terms are directly listed in SS (for example), teachers may include any relevant time terms for their class; Highlighted are directly listed in Mathematics (such as); many terms may connect to Science - Earth Systems & Energy. 	<ul style="list-style-type: none"> • Des occasions implicites d'apprentissage de la langue • Les mots soulignés sont inclus en ES (par exemple), les enseignants peuvent instruire les mots de temps pertinents aux élèves. Les mots soulignés sont écrits en Mathématiques (tels que); aussi, il y a des mots qui peuvent relier aux Sciences - Systèmes de la Terre et Énergie.

English	French	pronunciation	Cree	pronunciation	Michif (Northern)	pronunciation
time	le temps	/lə tɑ̃/ luh tahn	tipahikan	ti-pie-gun	Li taan	Lo tan
long ago	il y a longtemps	/i.l_ʒa lɔ̃.tɑ̃/ eel yuh lah-tohn	kayas	kly-ahs	wihkat	wih kat
recently	recrement	/ʁe.sa.mɑ̃/ reh-sah-mahn	namoya kayas	nah-moy-ah ky-yas	nimwi kayas	Nim we ky yas
today	aujourd'hui	/o.ʒuʁ.d_ɥi/ oh-zhoor-dwee	anôhc	un'-ootch	anohc	An nooch
daily	quotidien	/ʃak ʒuʁ/ shak zhoor	tahto kisikaw	tah-toh geese-ih-kaw	tahto kisikaw	Tah- two gees- i- gow



SUBJECT Social Studies	GRADE TWO
UNIFYING TOPIC -Traditions & Heritage- Land / Seasons / Plants / Ceremony & Dance	
<p><u>THE 4 FOUNDATIONS</u></p> <p>Oral Tradition - Storytelling, Knowledge Keepers, Elders, Language Subsistence - Land Based Learning, Hunting & Gathering, Food Sovereignty Traditional Practice - Ceremony, Kinship, Healing Arts - Visual, Performance, Production</p> 	
LESSON OUTCOMES: UNDERSTANDINGS; SKILLS & PROCEDURES	
<p>Time & Place 2 - Students relate traditions to Canada's heritage.</p> <ul style="list-style-type: none"> - Understandings <ul style="list-style-type: none"> - Heritage reflects traditions of people and communities. - Heritage plays a foundational role in our communities. - Skills & Processes <ul style="list-style-type: none"> - Explore ways the land contributes to First Nations and Inuit tradition and identity. - Knowledge <ul style="list-style-type: none"> - Since time immemorial, First Nations and Inuit inhabited the land and had unique ways of living on the land. - Kanata is likely a Haudenosaunee word for Canada and Turtle Island used by many First Nations today. <p><u>Outline - draft notes</u></p>	

<p>ASSESSMENT PLAN</p> <ol style="list-style-type: none"> 1. Show images of different regions of Canada that show the land and natural resources. <ol style="list-style-type: none"> a. Students are given time to ask questions about access to other resources (animals, plants/trees, ...) b. Students design the 'home' for a 'land image'/region, explaining their reasoning <ol style="list-style-type: none"> i. Students reference available resources ii. Students reference traditional ways of following food sources 2. Show images from <u>Our Ancestors' Kitchen</u> by Willie Poll, <ol style="list-style-type: none"> a. Students are asked to explain how the land is guiding the traditions shown in the images. <ol style="list-style-type: none"> i. Students identify the tradition and associated connection(s) to the land for each image b. Students are asked to think about their heritage and how the land might have influenced their family traditions. <ol style="list-style-type: none"> i. Students transfer the concepts of traditions and heritage to their personal experiences, identifying relevant resources from the land
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<p>CREE LANGUAGE Cree terms and phrases to be introduced and reinforced in the lesson</p>	<p>INSTRUCTION CONSIDERATIONS Meeting needs of diverse learners, considering learning styles & multiple intelligences Relevant background knowledge</p>
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<p>wahkohtowin (wah-koh'-toh'-win) wahkotowak (wah-koh'-toh'-wuck) wahkomakan (wah'-koh'-mah-gun) wahkomakanak (wah'-koh'-mah-gun-nuck)</p> <p>owl -s 'oho' /oo-who/ goose - niska</p>
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<p>RESOURCES Include links to relevant sources such as Infusing Indigenous Knowledge into Curriculum; Empowering the Spirit; KTCEA Elders Speak (Google Play, Apple); Online Cree Dictionary & app (Google Play, Apple)</p>	
<p>ORAL TRADITION</p> <ul style="list-style-type: none"> - Winter is storytelling season, many teachings happen in this time - Spring, summer, fall is hands on learning 	<p>TRADITIONAL PRACTICE</p> <ul style="list-style-type: none"> - Invite a Knowledge Keeper to take students for a plant walk - Explore the 4 Sacred Medicines using the senses - Ceremonies & dance (some are seasonal - the summer & winter solstice) <ul style="list-style-type: none"> - Ceremonial - blessing the land prior to powwow - Some dances connect to animals (Chicken dance - exhibiting their talents) - Smudge - why do we smudge? - Water ceremony
<p>ARTS</p> <ul style="list-style-type: none"> - Winter is beading & sewing season 	<p>SUBSISTENCE</p> <ul style="list-style-type: none"> - Plant harvest: <ul style="list-style-type: none"> - May: Spruce Bud Harvest - Early September: LaBoom (wild mint) harvest - September - Labrador tea harvest (leaves don't die) - September - rose hip harvest - Hunting, fishing, trapping - Water

ANTICIPATORY SET

(Stories)

Select a Read aloud:

- [As Long As the Rivers Flow](#) by Larry Loyie
- [Forever Our Home](#) by Tonya Simpson
- [Our Ancestors' Kitchen](#) by Willie Poll

Turtle Island

- the story of the muskrat (who succeeded in bringing mud from under the water) - adversity, perseverance, finding strength in your character, do not judge others

- [The Ojibway Creation Story](#), FirstNationLiteracy

- we belong to the land (the land doesn't belong to us); *our language and culture comes from the land*

- The name for 'owl' is 'oho' /oo-who/ (the name comes directly from the sound the bird makes)
- The name for 'Prairie River' comes from the Cree: maskotiwi sipiy
 - /mahs-koh'-tew/ (prairie) /sea'-pea/ (river)
- Goose - a long word that meant 'those that leant us life' (first meat in the spring) was shortened to 'niska' /in'-ska/

The Land = what are all the components of the land?

- **Walk, Sketch, & Reflect:** What do you see on the land on our school ground, your home, near the lake, in the forest, ... students sketch all the components of 'the Land'.
- **Wahkôhtôwin:** Introduce the term 'wahkôhtôwin' using this video [Wahkôhtôwin - we are related](#)
 - morphology - examine the terms - what do you notice?:
 - wahkohtowin (wah-koh'-toh'-win) - the act of being related to each other; descendant; all things are related (nature, elements, solar system, people are all related)
 - wahkotowak (wah-koh'-toh'-wuck) - they are related to each other (we take care of them, they take care of you)
 - wahkomakan (wah'-koh'-mah-gun) singular - a cousin, a relative
 - wahkomakanak (wah'-koh'-mah-gun-nuck) plural - my relatives

ACTIVITIES/ EXPERIENCES

Vocabulary: identity, heritage, tradition, 'the land'

The land - unique ways of living on the land, seasons, & food: Use images and stories to help students compare ways people listened to the land to guide how they designed their homes.

Guiding Question: If the land could speak, what stories would it tell us about how to live?

Inuit: small stone houses 'qarmaq' or 'qammaq' /ham-ma/ (permanent communities) vs igloos (winter hunting) vs summer houses made of hide 'tupiq' /too-pik/

- Story:
 - You might choose to use a short segment of the older Little Golden Book video to show students what the stone houses were like:
https://youtu.be/e1ewiC_hr1w?si=xZVF2oW1zko1vDpJ&t=109 1m49 to 2m30
 - The inuit would build communities and live there until the resources were depleted; they would use the jaw of a whale to form the roof, put skins on top, and have the stones creating the walls for the small stone houses 'qarmaq' or 'qammaq' /ham-ma/ (permanent communities)

- In winter, the hunters would follow the caribou, seal, whales and live in igloos while the women, children, and elderly stayed at their fire / community
- Woodland Cree:** nomadic, followed the food (by season), tipi - mikiwâhp /mee-kwahp/
- The Cree would move to a large water source in spring to hunt ducks and geese

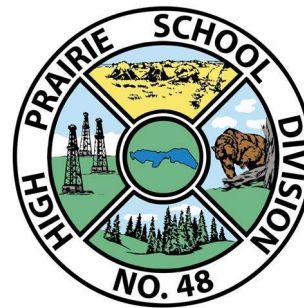


Successes:

- Teachers have digital access to a shared bank of lesson plans
- Gets Elders & Knowledge Keepers in Classrooms
- Promotes more Land Based & Cultural Learning
- Access to the website for their own learning as well as lesson supports

Challenges:

- Teachers fear making mistakes, hesitant of 'engaging' in the work
- Logistics
 - Finding dates, subs





Setting up school and teachers for success.

- **Division Practices/Procedures set up**
 - Sharing practices for Inviting Elders & Protocol
 - Appropriate Budgeting and Funding
 - Financial Department Administrative Processes around Elder Protocol and Honoraria Qualtrics Survey
- **Engaging the community in events on a regular basis**

Event duration:

Half-day - \$175

Full day - \$300

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What type of event is this?

Joussard, High Prairie, Donnelly, Falher (Jamie)

Elder honorarium (in-school) 1-410-03-17-49-02-003

Land-based learning 1-410-03-17-49-02-002

Indigenous History Month 1-410-03-17-49-02-008

Kinuso, Slave Lake (Keith)

Elder honorarium (in-school) 1-410-03-17-49-03-003

Land-based learning 1-410-03-17-49-03-002

Indigenous History Month 1-410-03-17-49-03-008

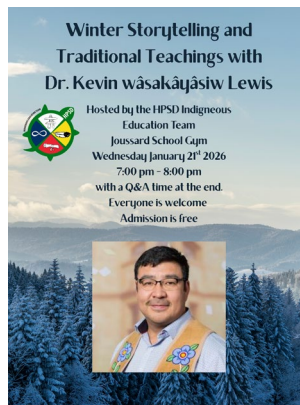
Please include the total cost of the invoice below, if applicable.

Community Engagements

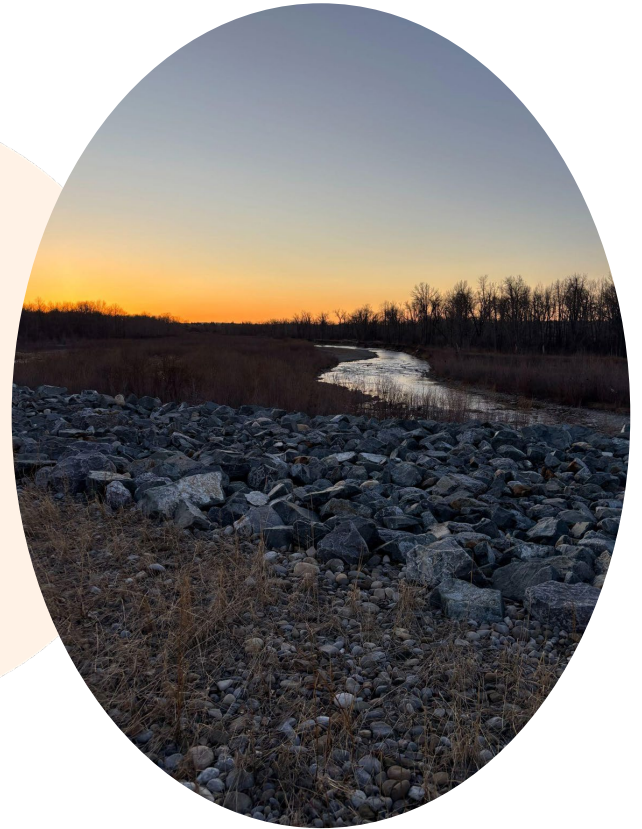
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- Harvest
- Canning
- Round Dance
- Storytelling
- Wilfred Buck
- Cree Language series
- Metis Entertainment
- Handgames
- Tea Dance
- Culture Camp



Continuing the Journey



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Foundations of Cree Ways of Knowing and Being

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Recent Updates

- K-6 PE & Wellness Curriculum added



ELDER'S VOICES TEACHINGS STORIES AND LEGENDS GENERAL KNOWLEDGE VIDEOS VIDEOS BY SEASON INSTRUCTIONAL SUPPORTS CURRICULUM BY GRADE

CURRICULUM BY GRADE

These pages provide grade and subject-specific curriculum documents that include connections to the videos, stories and legends, and learning guides on this website as well as other suggestions for infusing Nehiyaw (Cree) ways of knowing and being into your classroom and curriculum.

[Browse all grade levels >](#)

Kindergarten-Grade 3

[Kindergarten Curriculum](#)
[Grade One Curriculum](#)
[Grade Two Curriculum](#)
[Grade Three Curriculum](#)

Grades 4-6

[Grade Four Curriculum](#)
[Grade Five Curriculum](#)
[Grade Six Curriculum](#)

Grades 7-9

[Junior High Curriculum](#)

Grades 10-12

[Senior High Curriculum](#)

Celebrating the Success



Since Sep 1, 2024

- ★ 124,596 page views
- ★ 30,148 users

Since June 6, 2025

- ★ 26,893 resource downloads
- Engagement with other school divisions and post secondary



Resources in Development



- Additional French Translations
- Jr/Sr, as new curriculum is released.
- Investigating the addition of Blackfoot perspective resources



Thank you

Please visit our website for more information

aplc.ca

