

RC #64: "We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders."

Aboriginal Spirituality Outcomes in CCSD's Religious Education Program

| Grade | Unit | Outcome/Key Concept | Resource(s) | Page #s | Enrichment Suggestions/Resources |
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| One | 1 | LC2.3: Compare the experience of being part of a loving family (living members who are present to us, those living away from us, and deceased relatives) with the concept of the Communion of Saints (i.e. the visible and invisible Church, the Church as both human and divine) and demonstrate how we help each other through our prayers | Growing in Faith, Growing in Christ | TR 97 ST 35 | http://www.ammsa.com/publications/albert-a-sweetgrass/lac-ste-anne-pilgrimage-about-healing-faith-and-miracles-info Lac St. Anne Pilgrimage http://www.catholic.org/saints/saint.php?saint_id=154 - info on St. Kateri |
| Two | 1 | Compare how families and communities are formed and defined by their common history and stories (i.e. our family ethnicity, culture, language and important relatives who are deceased) to how the Christian Church is formed into a believing community and defined through the inspired stories of Sacred Scripture which reveal our relationship to God, Jesus and to one another. | Growing in Faith, Growing in Christ | TR 40 ST 8 | Website regarding FNMI storytelling: http://firstnationspedagogy.ca/storytelling.html |
| 3 | 3 | ML2.3: Identify the different actions that we are capable of doing as human beings (e.g., natural actions such as eating, sleeping, running, etc.) and those actions that we are able to think about (i.e. use our reason) before we act and that have consequences of being good or harmful to others and to ourselves. | | TR 36-37 ST 102-106 | Joseph Bird an Aboriginal student who is featured throughout the whole grade two program. He integrates FNMI knowledge into the variety of topics that are addressed in the associated sections. He is a leader in his class. |
| Three | 1 | 1 - Welcome!/Dreaming with God/Let's Celebrate 1-1 To begin to create a space where all feel comfortable 1-1 To gather our hopes and dreams for the year 1-2 To explore our hopes and dream for the world 1-2 To learn about God's dream of gathering all people into one family 1-3 To prepare a celebration of gathering | In the Spirit We Belong | ST 10 TR 48-52 ST 12-13 TR 56-63 | http://www.historymuseum.ca/cmce/exhibitions/aborig/haida/haama01e.shtml Haida masks Indigenous celebrations and how they differ or are similar to Catholic celebrations http://thecanadianencyclopedia.ca/en/colle |

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| | 2 | 1-3 To gather and celebrate God's dream for us 2-4 To explore our gatherings with family and with community 2-4 To appreciate what binds us together in communities 2-6 To remember our oneness by sharing bread | | ST 19 & 23 TR 68-70 ST 29-31 TR 94-97 | ction/aboriginal-peoples/ >culture >potlatch culture >religion">http://thecanadianencyclopedia.ca/en/colle-ction/aboriginal-peoples/ >culture >religion |
| | 7 | 7-19 To acknowledge God's Spirit in all creation 7-19 To treasure the gifts of God 7-20 To recognize our mission to have dominion over the earth 7-21 To identify areas where we can make a difference 7-21 To celebrate the earth | | ST 84-89 TR 218-224 | Aboriginal Relationship to the Environment http://www.pc.gc.ca/docs/r/pca-acl/sec1/sec1g_e.asp |
| F o u r | 3 | 3-7 To appreciate the storyteller in our midst 3-7 To see Jesus as a storyteller | Come and See (CCCB) | TR 92-93 ST 48-49 | https://alaskajean.wordpress.com/2010/04/04/the-easter-totem-pole/ Integration of indigenous teachings and christian teachings spiritual symbols |
| | 4 | 4-10 To explore the experience of darkness and light in our lives | | TR 117-118 Storytime: A Great Native Leader - Chief Dan George | |
| | 7 | 7-19 To appreciate God's (the Creator's) intimate involvement in our lives | | TR 196-197 ST 115-16 | |
| F i v e | 1 | 1-3 To reflect on God's dream to gather all people as one | May We Be One (CCCB) | TR 64 ST 25-26 | Story highlights traditional fishing practices within a family and compared to scripture story Inclusion Opportunity for cross-curricular discussion of first contact Enrichment activity relates to bread making which occurs in many cultures http://www.food.com/recipe/native-cree-bannock-bread-21818 |
| | 2 | 2-4 To look at the basic Christian message through the proclamation of Peter | | TR 57 ST 37 | |
| | 5 | 5-15 To Celebrate God's faithfulness to all nations | | ST 100 - 101 | |
| | 3 | 3-7 To recognize the Church rooted in the Christian story and the breaking of the bread | | TR 106f ST 60 | |
| | 4 5 | 4-10 To enter into the hopes and expectations of people 5-13 To discover how God calls again and again | | TR 128 ST 68 | |
| | 5 | 5-15 To celebrate God's faithfulness to all nations | | TR 159 ST 91 | |
| | 5 | 5-15 To celebrate God's faithfulness to all nations | | TR 169 | |

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| | 6 | 6-16 To see justice as essential to being Church | | ST99 | |
| | 6 | 6-17 To discover how people welcome and reach out to others | | TR 170 ST 100 | |
| | 7 | 7-20 To understand that our unfaithfulness cannot undo God's faithfulness | | TR 183 ST 109 | |
| | 7 | 7-19 To see creation as God's covenant | | TR 191 ST 113 | |
| | 9 | 9-27 To see the victory of Easter in people's lives 9-27 To realize that the Spirit of Jesus changes people | | TR 212 ST 125 | |
| | | | | TR 205 ST 122 | |
| | | | | TR 268 TR 271-272 ST 158-160 | |
| Six | 1 | 1-2 We listen to a story about friends 1-3 We explore Friendships | You Shall Be My Witness (CCCB) | TR 48 TR 49 | http://www.weday.com/ We Day and Free the Children |
| | 2 | 2-6 To reverence the Holy name of God 2-6 To respect every name | | TR 86 ST 51 | http://www.anishinaabemdaa.com/ceremonies.htm |
| | 9 | 9-26 To recognize the death and resurrection of the Lord in reconciliation | | TR 258 ST 154-15666 | |
| Seven | 5 | 5-1 Students will express their understanding of the meaning in a name and the ways we use names to classify people | Believe In Me (CCCB) | TR 180 ST 86-88 (Titles - Indirect) TR 202-203 ST 99-102 (Images of Jesus - Indirect) | |
| | 6 | 6-2 Students will examine the things that they are doing in their own lives that either promote or prevent true happiness | | TR 220 (optional connection to another culture) | |
| Eight | 4 | 4-2 Students will retell the stories of some of the saints of the Church and explain how they challenge us | Stand By Me (CCCB) | TR 137-138 ST 83 - 85 (Smallpox - Indirect) | St Kateri Tekakwitha profile and Smallpox epidemic - Leads into research project on Canadian Saints (TR 138-140). Highlight |

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| h t | | 4-2 Students will use the stories of one or more saints to find inspiration and courage in the face of a difficult situation | | TR 137-138 ST 87-89 ** p. 87 St. Kateri profile | work with Aboriginals and collect as a newspaper. |
| N i n e | 2 | 2-2 Students will respect the unique intellect of each person | Be With Me (CCCB) | ST 34-36 | |

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| T e n | <p>General Outcome A – Students will explore what creation stories from a variety of World Religions and Church teachings reveal about what it means to be human</p> <p>Specific Outcome - Compare and contrast creation stories from a variety of World Religions with the creation stories in Genesis</p> <p>General Outcome C – Students will understand how the signs, symbols and rituals of various World Religions, including Canada’s FNMI communities, influence culture</p> <p>Specific Outcome - Discuss and investigate religion as integral to culture as a source of identity, belonging and meaning in life</p> <p>Specific Outcome - Critique the values, beliefs, symbols, rules and meanings of their culture in light of Church teachings and consider the role of believers in the Church as important for the betterment of society</p> <p>General Outcome D - Students will examine the impact that faith in Christ, and the God whom Jesus reveals, should have upon culture</p> <p>Specific Outcome - Explore how Christ is made present and active in Canadian culture, through the Christian actions of persons</p> | <p>Christ and Culture</p> <p>World Religions: A Canadian Catholic Perspective</p> | <p>World Religions: A Canadian Catholic Perspective – The Trickster Story of Creation pg. 87</p> <p>In the suggested lesson for this outcome we introduce the video Lakota Origin Story by Elder Duane Hollow Horn Bear. www.youtube.com/watch?v=MHbXk63wMTI Clarifying that this is one example of many different FNMI creation stories. This Lakota story was chosen as it had an engaging video with it. Then students are tasked with finding one FNMI and two other World Religion creation stories and fill in their “Comparison Chart.” They can use the textbook or mobile devices to help them in their search. Ask them to complete the last segment of the chart and reference their information.</p> <p><i>Christ and Culture</i> pg. 38-39 Sacredness of the circle.</p> <p><i>Christ and Culture</i> pg. 47 Deeply religious lives of earliest humans. Profiles African Indigenous peoples.</p> <p><i>World Religions: A Canadian Catholic Perspective – FNMI Rituals</i> pg. 78 Sacred in Daily life, pg. 79 Smudging, pg. 80 Sacred Pipe Ceremony and The Sweat Lodge, pg. 81-82 Life cycle rituals (Naming, Vision quest, Hair, Death), pg. 84 Harvest Feast, The Powwow and Sun Dance, pg. 85 Giveaways and the Potlatch pg. 88 Medicine Wheel pg. 89 Circles</p> <p>Suggested lesson for this outcome includes creating a biographical “Heritage Moment” on an influential Canadian Catholic from a list that includes St. Kateri Tekakwitha and other missionaries who work collaboratively with different First Nations in Canada.</p> | <p>http://www.native-languages.org/creation.htm http://www.native-languages.org/trickster.htm FNMI Creation stories and trickster stories</p> |
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| E l e v e n | <p>General Outcome D – Students will explore salvation doctrine of other World Religions</p> <p>Specific Outcome - research what other world religions teach about Jesus and the Catholic salvation doctrine</p> <p>Specific Outcome - investigate religious doctrines of salvation in other World Religions</p> <p>Specific Outcome - compare and contrast the Catholic understanding of Jesus with perspectives from other World Religions</p> | <p>Jesus of History, Christ of Faith</p> <p>World Religions: A Canadian Catholic Perspective</p> | <p>pg. 25 Stories of a Community</p> <p>pg. 148-154 The use of Parables</p> <p>Ch. 3 pg. 86-90 on Central Beliefs & Mortality</p> | <p>'Jesus' use of parables to teach connected to Aboriginal Oral storytelling 'Native Folklore'</p> <p>http://www.awchimo.ca/html_alt/Culture/memis_spirituality.html</p> <p>Some might be able to be taken from <i>World Religions: A Canadian Catholic Perspective</i> pg. 82-83 under Death Rituals</p> |
| T w e l v e | <p>General Outcome D – Explore and respect how other World Religions understand their sacred texts as guides to moral living</p> <p>Specific Outcome – research how other world religions understand their sacred texts as guides to moral living</p> <p>Specific Outcome - compare and contrast the Catholic understanding of Scripture with sacred texts from other World Religions</p> | <p>In Search of the Good</p> | <p>http://www.ictinc.ca/blog/11-things-you-should-know-about-aboriginal-oral-traditions</p> | |