

Introduction

Gonaowoo K’ee 15, 25,35 are courses offered to students within the Career and Technology Studies stream of courses. These courses are offered to give students a cultural option within the school. The courses are based on traditional knowledge and skills and much time is spent on the land and with the elders..

Goals of the Gonaowoo K’ee 15, 25, 35 Curriculum

Borrowing from the Dene Kede Curriculum, the goals of this curriculum are to ensure that the students develop respectful relationship with the Land, the Spiritual World, Other People and Themselves. These relationships are best developed with the aid of the Tłıchǝ elders, experiences on the land and the use of the Tłıchǝ language.

Gonàowòd K’èè 15	Gonàowòd K’èè 25	Gonàowòd K’èè 35
<p>Theme 1: Hunting Technology</p> <p>Develop proper firearm safety, handling and maintenance.</p> <p>Demonstrate basic wilderness survival procedures.</p> <p>Develop knowledge and respect for the land and animals.</p> <p>Navigate on the land while tracking animals.</p> <p>Maintain tools and equipment used.</p> <p>Firearm safety</p> <p>Wilderness survival</p> <p>Land and animals</p> <p>Navigating</p> <p>Tools and Equipment</p>	<p>Theme 1: Hunting Techniques</p> <p>Name local small and large animals in English and Tłıchǝ.</p> <p>Identify signs of animals and demonstrate how to stalk and track various animals.</p> <p>Identify hunting areas and seasons for various local animals (hare, ptarmigans, grouse, moose, caribou, etc.) for each season.</p> <p>Demonstrate how to hunt, set snares/traps, skin and cook animals.</p> <p>Maintain tools and equipment used.</p> <p>Naming animals</p> <p>Identify signs of animals</p> <p>Hunting area</p> <p>Hunting and cooking</p> <p>Tools and Equipment</p>	<p>Theme 1: Caribou Hunt</p> <p>Hunt, butcher and prepare caribou for eating.</p> <p>Explain the traditional methods of hunting.</p> <p>Demonstrate skills required to hunt caribou in the Barrenlands.</p> <p>Demonstrate how to set up camp on the Barrenlands.</p> <p>Demonstrate grizzly bear safety showing respect for the bears.</p> <p>Demonstrate pre and post activities surrounding Barrenland trip.</p> <p>Identify areas that caribou are found during their yearly cycle.</p> <p>Maintain tools and equipment used.</p>
<p>Theme 2: Fishing Techniques</p> <p>Identify various species, cycles and parts of fish in English and Tłıchǝ.</p> <p>Demonstrate how to prepare and cook fish properly.</p> <p>Demonstrate various fishing techniques, and use and maintain equipment.</p> <p>Recognize and respect local fishing regulations and traditions.</p> <p>Maintain tools and equipment</p>	<p>Theme 2: Fishing and Trapping - Winter</p> <p>Demonstrate how to survive on the land in the winter.</p> <p>Demonstrate how to handle furs for commercial sale.</p> <p>Demonstrate how to fish by setting nets under the ice and jigging.</p> <p>Experience regular trips to check the trap line and the nets.</p> <p>Maintain tools and equipment</p>	

<p>used.</p> <p>Identification</p> <p>Prepare and cook fish</p> <p>Fishing techniques</p> <p>Fishing regulations</p> <p>Tools and equipment</p>	<p>used</p> <p>Winter survival</p> <p>Furs</p> <p>Fish nets and jigging</p> <p>Regular experience</p> <p>Tools and Equipment</p>	
<p>Theme 3: Trapping Techniques</p> <p>Distinguish between seasonal variations of fur to maximize value.</p> <p>Demonstrate proper technique for setting of traps for a variety of animals.</p> <p>Demonstrate proper technique to prepare fur for market.</p> <p>Recognize and respect laws and regulations for trapping.</p> <p>Maintain tools and equipment used.</p> <p>Quality fur</p> <p>Traps</p> <p>Fur preparation</p> <p>Laws and regulations</p> <p>Tools and Equipment</p>		<p>Theme 2: Running a Trap Line</p> <p>Choose a good trapping area.</p> <p>Decide on which animals to trap.</p> <p>Demonstrate safety practices of running a trap line.</p> <p>Maintain tools and equipment used.</p>
<p>Theme 4: Traditional Tool Making - Basic</p> <p>Compare the various traditional tools and equipment and their uses.</p> <p>Demonstrate traditional tool making and sewing skills.</p> <p>Identify the proper materials for making particular tools.</p> <p>Traditional tools and equipment</p>	<p>Theme 3: Traditional Tools - Advanced</p> <p>Identify the importance of a variety of traditional tools.</p> <p>Construct traditional tools.</p> <p>Examine the properties of the materials used to make tools.</p>	<p>Theme 3: Snowshoe/ Sled/ Drum Making/ Birchbark Canoe</p> <p>Demonstrate safe use of tools.</p> <p>Construct snowshoes, sled, drum or miniature birchbark canoe.</p> <p>Identify the properties of suitable materials for construction.</p>
<p>Theme 5: Basic Plants and Animals - Medicine</p> <p>Identify animal parts used for healing.</p> <p>Identify plants used for healing.</p> <p>Animal part</p> <p>Plants</p>	<p>Theme 4: Plant and Animal Medicine Preparation</p> <p>Demonstrate the selection of ingredients for medicines.</p> <p>Demonstrate the preparation of medicines.</p> <p>Gathering ingredients, Preparing medicines</p>	<p>Theme 4: Plant and Animal Medicine Documentation</p> <p>Research and document the procedure for collecting and preparing traditional medicines.</p>

<p>Theme 6: Tłchq History</p> <p>Identify the areas where the Tłchq have lived and traveled.</p> <p>Compare and contrast the relationships between the Tłchq, the Athabaskan language group and the other Dene groups.</p> <p>Identify the interconnection between the Tłchq and the land.</p> <p>Historical settlements and travel routes.</p> <p>Tłchq, Athabaskan, and Dene People</p> <p>Tłchq and the land.</p>	<p>Theme 5: Political Awareness</p> <p>Identify the present roles and responsibilities of Grand Chief, local Chief, Sub-Chief, and councilors in the Tłchq Government.</p> <p>Identify the traditional roles and responsibilities of leaders in community structure.</p> <p>Investigate the changing role of elders in the community.</p> <p>Demonstrate how leaders are chosen in the past and present.</p> <p>Research and debate critical issues relevant to the Tłchq region.</p> <p>Present roles and responsibilities of leaders</p> <p>Traditional leaders</p> <p>Changing roles</p> <p>Critical issues</p>	<p>Theme 5: <i>Strong Like Two People</i></p> <p>Connect the past leaders of the Tłchq with their importance to the history of the Tłchq region.</p> <p>Analyze the changing roles of leaders in Tłchq history.</p> <p>Identify the major players in the establishment of treaties, land claims and self-government agreements.</p> <p>Examine the origins of the saying <i>Strong Like Two People</i>.</p> <p>Analyze the implications of the saying to present day life.</p> <p>Profile role models who have demonstrated the values of <i>Strong Like Two People</i>.</p> <p>Identify personal goals and plans that reinforce their path towards the values of <i>Strong Like Two People</i></p>
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