



Carcross/Tagish First Nation and Ghùch Tlâ Community School First Fish

Developed by: Cynthia Wagner, Robin Lord & Susannah Beckett	Date Developed: May, 2020
School Name: Ghùch Tlâ Community School	Signature of Superintendent:
Committee Approval Date:	Committee Chair Signature:
Course Name: Carcross/Tagish First Nation and Ghùch Tlâ Community School First Fish	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100-120

Department Authorized Prerequisite(s): none

Special Training, Facilities or Equipment Required:

- Materials, equipment, tools and supplies, including fish nets, fish net tools, fish hooks, jigger, ice auger, fishing rods, filleting tools, boats/canoes, skidoos and personal flotation devices, fish drying and smoking structures, living facilities and food, will be provided by Carcross/Tagish First Nation(C/TFN).
- Emergency medical assistance will be available at all times in the camp and out in the field from a Wilderness First Aid qualified instructor/supervisor and/or a professional medical practitioner. Risk assessments will be performed by Ghùch Tlâ Community School and Carcross/Tagish First Nation staff previous to the camp and safety precautions will be taken during all activities involving the students.

- Certified canoe instructor when canoeing with students and/or a qualified supervisor with a boat operator's license. (Group sizes do have a maximum # of participants before you would need a second instructor and this depends on grade level, whether it's a river or a lake etc.)

Course Synopsis:

First Fish is designed for students to gain traditional skills and knowledge by embedding Carcross/Tagish First Nation ways of knowing, doing and being. Students will develop the skills and knowledge to fish, care for their equipment, preserve the environment, engage in local culture and Tagish and Tlingit languages appreciate the aesthetic value of various outdoor settings that provide students with the opportunity to learn and practice leadership skills.

Goals and Rationale:

The rationale for this course is to empower students to achieve optimum success in school, it is essential that they have a sense of self-worth and pride in themselves, and their cultural, heritage and language. Nature is an amazing spectacle that offers even more value to us when seen through a specific lens.

Traditional and contemporary ways of local fishing are a valuable asset for survival on the land and water. Local fish can contribute to a healthy eating lifestyle and fishing can be a good form of physical activity. Yukon First Nations traditional knowledge can contribute to stewardship of the environment. First Fish affirms and strengthens the roles of Elders/Knowledge Keepers, parents, and other community resource people in passing on traditional knowledge and practices to the youth of today. These knowledge and skills are important for students to gain for future conservation and sustainable use of natural life forms (animals, birds, fish and plants) and their habitats, and for the success and safety of the hunter and others who share these natural resources.

The Carcross/Tagish First Nation, language, traditions, knowledge and skills, will be reinforced through students' experiences at the seasonal day camps. The skills, attitudes, behaviors and cultural knowledge that are encouraged at First Fish will be invaluable to students in years to come to support themselves, family and community, as well as in reaffirming and building self-identity, self-awareness, confidence and positive self-esteem. By taking part in and observing the interactions of various community members, students will become aware of the diversity of the community and the various roles of its members, promoting Carcross/Tagish First Nation's virtues and values.

Goals

- A deeper understanding and connection with Yukon First Nations ways of knowing, doing, and being with respect to Tlingit and Tagish language and culture
- Fishing practices can be a link to understanding YFN ways of knowing, doing, and being

- Learning outdoor activities and knowledge enhance well-being and health
- Understanding how to interact with the environment around us and our place within this promotes sustainability for future generations

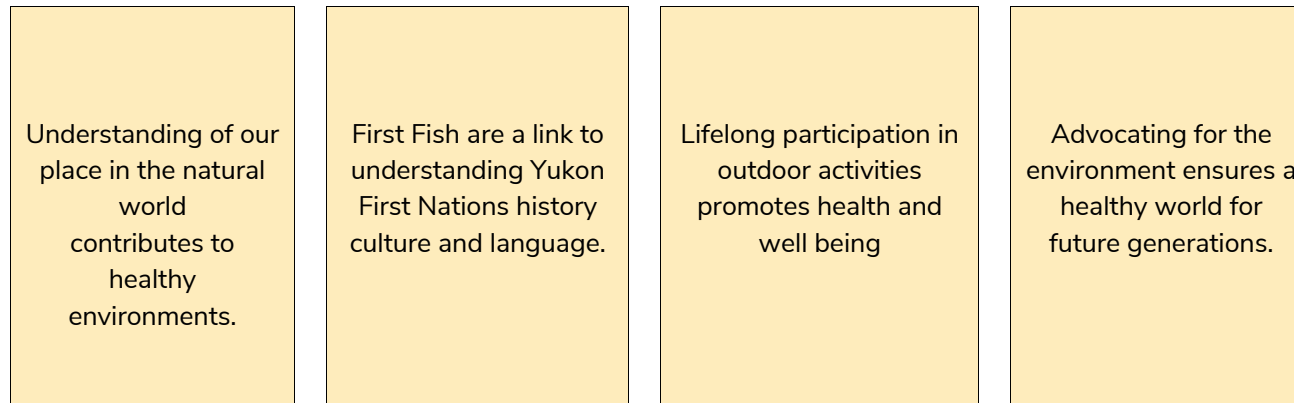
Yukon First Nations Perspectives:

Learning involves patience and time: The structure of the course is centered on a collaborative and experiential learning environment. This will require students to make connections and organize their knowledge and skill. Reflection on their own performance will be encouraged in order to further their own learning.

Learning requires exploration of one's identity: Through the sewing or carving process, for example, students are encouraged and asked to always return to their own unique experience. They will learn their strengths, challenges and their innate abilities and capacity to learn. Students connect with Elders and knowledge Keepers for stories and teachings that will deepen their understanding of themselves.

Learning ultimately supports the wellbeing of the self, the family, the community, the land, the water, the spirits, and the ancestors: providing multiple access points for students to learn will support this principle. The students will also be able to represent their learning in various ways.

BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p>Students are expected to be able to do the following:</p> <p>Analyze Freshwater Fish</p> <ul style="list-style-type: none"> • Compare and contrast a variety of local freshwater fish species • Compare and contrast the physical attributes of the fish that represent important food sources for local freshwater fish species • Describe the roles of various local fish species in the food chains of different freshwater ecosystems <ul style="list-style-type: none"> • Describe the various stages of the life cycles the local fish and the importance of each stage as a food source for fish • Interpret bathymetric maps in order to determine the most likely locations of fish at: different times of day, parts of the year and/or water temperatures <p>Replication of Existing Fish Hook Patterns Through Adherence to Instructions</p> <ul style="list-style-type: none"> • Carefully and sequentially, follow regimented sets of instructions to replicate several, previously-existing fish hook patterns <p>Making</p> <ul style="list-style-type: none"> • Identify and use appropriate tools, technologies, materials and processes for production of a novel fish hook pattern 	<p>Students are expected to know the following:</p> <p>Water Ecosystem Inhabitants and Structure</p> <ul style="list-style-type: none"> • Characteristics and habitats of a variety of local fish • Life cycles of various local fish • Seasonal availability of various aquatic invertebrates that represent significant food sources to local fish • Characteristics of bathymetric maps, and how they can be used to determine likely fish locations at specific times • Materials, techniques, and technologies specific to Yukon First Nations cultures <p>Fish Hook (Replication & Design)</p> <ul style="list-style-type: none"> • Proper storage and organization of fish hook tools, and materials • Functions of various fish hook tools • Uses of various fish hook materials • Appropriate methods for measuring materials <ul style="list-style-type: none"> • proper fine motor skills associated with fish hook tying • identification of various completed flies (and the type of invertebrate each is intended to replicate)

- Design and implement a step-by-step plan for production of local fish
- Demonstrate fish hook materials in ways that minimize waste

Application of Leadership Styles

- Compare and contrast results from leadership style inventory
- Develop and maintain an effective method of managing tasks
- Demonstrate leadership skills

Reason and Reflect

- Describe and analyze how materials, technologies, and processes are used in Yukon First Nations culture and language
- Recognize and evaluate design choices in creations

Connect and Expand

- Explore Yukon First Nations perspectives and knowledge, and ways of knowing, doing, and being
- Create projects that demonstrate personal, cultural, and historical contexts

Communicating

Ask for and give information including date and weather

- describe and exchange information related to activities, people and things
- use the local language while working with others to complete a task
- use the local language words for objects and routines
- share information about personal life
- participate in conversations using the Yukon First Nation Tlingit and Tagish language words

Understanding Leadership Fundamentals

- Identify their own leadership style
- Demonstrate an understanding of time management and organization skills
- Demonstrate an understanding of effective planning
- Demonstrate an understanding of effective decision-making skills
- Demonstrate an understanding of a variety of decision-making models and the constraints within each

- appropriate selection of materials and tools for reasonable replication of a diverse variety of local freshwater invertebrates

Sustainability of Local Ecosystems

- Biological benefits of healthy ecosystems
- value of healthy ecosystems to the ecotourism industry
- humans as agents of change – Yukon First Nation and other traditional ecological knowledge - unsustainable vs sustainable practices in ecosystems

Conservation and Restoration of Ecosystems

- Challenges of environmental stressors challenge ecosystem integrity, health and sustainability
- ecological restoration practices and principles
 - Yukon First Nation concept of interconnectedness as it relates to conservation and restoration

Oral language structures as built through

- Recount
- Narrative storytelling
- Information Report: describing, classifying, comparing
- Yukon First Nation oral traditions

Safety and Etiquette

- safe boating practices
- responsible angling etiquette guidelines
- required equipment and other necessary items for a safe outdoor adventure

DA Course Framework: Carcross/Tagish First Nation and Ghùch Tlà Community School First Fish Camp

Recommended Assessment Components:

As outlined in the Yukon's *Communicating Student Learning Resource and Professional Learning Tool*, teachers are required, in all grades and subject areas, to follow researched-based assessment practices that support student learning. As outlined in the electronic Apple Book these include:

- **Triangulation of Assessment** - evidence of student learning must be from the following three sources: conversations, observations, and products. (COPs)

- **Principles of Quality Assessment**
 - Assessment is ongoing, timely, specific, and embedded in day to day instruction
 - Student is involved in assessment and feedback
 - Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
 - Assessment provides ongoing descriptive feedback to students

- **Evaluation and Grading** – must align with learning standards, reflect achievement and progress over time, is tied to learning, not behaviours and attitude

- **Assessment and communication practices** must integrate Yukon First Ways of Knowing and Doing

- **Culturally responsive assessment** practices carefully acknowledge and respect Yukon First Nations worldviews and their complexities, and provide students with appropriate opportunities to demonstrate their learning

Formative and Summative Assessment Practices

- **Formative:** Students play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next? Each student will provide evidence of their learning journey through the production of a portfolio of their choice.

- **Summative:** Each student should also have a final conversation about their final product & final grade, and the collected teacher data observations. This process gives the students a role in the assessment process and encourages the students to invest in their own learning. The teacher should use this information to make a final assessment on the three components of the curriculum model – knowing, doing, and understanding and to determine if the student demonstrates an understanding of the concepts and competencies relevant to this course.

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Learning Resources:

- Standard First Aid manual
- Bear Aware Program (example)
- Plant and Animal Identification guides (example)
- Equipment specific to each activity

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Recommended Instructional Strategies:

- Hands on experiential learning opportunities
- In class Instruction/Discussions
- Discussions-group work and individual
- Project based