

## First Nations 12 – IRP

### **Rationale:**

BC First Nations Studies 12 focuses on the diversity, depth, and integrity of the cultures of British Columbia's Aboriginal peoples. In emphasizing the languages, cultures, and history of First Nations peoples, the course addresses an important part of the history of British Columbia.

BC First Nations Studies 12 addresses the richness and diversity of First Nations languages and cultures by exploring them within their own unique contexts. It is intended to provide a conceptual foundation for all learners to develop an appreciation and respect for the similarities among and differences between the diverse cultures of the world.

As such, it will help to promote understanding of First Nations peoples among all students. A curriculum that concentrates on Aboriginal content can lead to enlightened discussion of Aboriginal issues and can also contribute to Aboriginal students' sense of place and belonging in the public school system.

The BC First Nations Studies 12 course is intended to document, recognize, and express this holistic perspective. It also provides an opportunity for students to examine the past, analyze the present, and consider possibilities for the future.

### **Philosophy:**

The content of BC First Nations Studies 12 is based on the following descriptors about Aboriginal peoples and their cultures, values, beliefs, traditions, history, languages, and land:

- Aboriginal peoples have complex, dynamic, evolving cultures that have adapted to changing world events and environments.
- Aboriginal peoples' values and beliefs are diverse, durable, and relevant.
- To understand Aboriginal issues, it is necessary to understand and appreciate that all contemporary events have their roots in both oral and written history.
- Language and land are the foundation of Aboriginal identity and culture.
- Aboriginal views of knowledge and learning may differ from those of other societies.

- The resilience and durability of Aboriginal cultures serve as a basis upon which Aboriginal peoples can build a brighter future.
- Aboriginal culture and history have an integral place in the evolution of BC and Canadian society.
- Aboriginal peoples play a key role in the determination of future prosperity for BC, Canada, and the world.

Aboriginal peoples' long-established ways of life include:

- a sense of individual responsibility to family, community, and nation
- recognition of the importance of a continual pursuit of spiritual, emotional, physical, and intellectual balance
- a respect for the relatedness of all things in the natural world.

**Curriculum:**

**BC First Nations Studies 12**

<b>Skills and Processes</b>	<b>Land and Relationships</b>	<b>Contact, Colonialism, and Resistance</b>	<b>Cultural Expressions</b>	<b>Leadership and Self-Determination</b>
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**Skills and Processes**

The Prescribed Learning Outcomes in this organizer emphasize the skills and attitudes required for this study. As well, this organizer emphasizes the skills and processes needed for active citizenship. The skills identified here are best taught through integration with other content.

**Land and Relationships**

Students acquire knowledge about First Nations peoples and their traditional strong relationship with the land and natural world. They examine traditional First Nations settlement patterns and concepts of land and resource ownership.

Students also learn about contemporary and traditional First Nations education and learning processes. Students will have opportunities to analyze traditional resource use and the exchange of ideas and practices among BC First Nations and other cultures.

### **Contact, Colonialism, and Resistance**

Students are required to assess the impacts of contact and colonialism on BC First Nations peoples. Colonialism here refers to both policies and practices that result in the exploitation or subjugation of a nation or group by a larger or wealthier power. Students will also address the origins and history of the Métis people in Western Canada.

Students will examine the impact of contact, religion, and colonialism on the social structures, economies, and education of BC First Nations. Students will also have opportunities to investigate the resistance of First Nations people to colonialism, especially land encroachment.

### **Cultural Expressions**

Students are expected to explain the functions and significance of the oral tradition with reference to the traditions of a specific First Nation. They are also expected to read and interpret literature written by Aboriginal authors. Opportunities will be provided to analyze, interpret, and evaluate portrayals of Aboriginal people and to explore the importance for Aboriginal people to control the development of their artistic traditions.

Students are expected to explain the cultural significance of various artistic expressions (e.g., weaving, carving, painting, dance, song). Students will be asked to explain the importance for Aboriginal peoples to determine the use of their traditions and of historical artifacts. They will also examine and interpret various works of Aboriginal art.

### **Leadership and Self-Determination**

Students must explain the significance of terms related to the discussion of Aboriginal identity and self-determination. Students are expected to develop a good knowledge of current Aboriginal groups and leaders – locally, provincially, and nationally.

In addition, students are expected to identify and analyze contemporary legislation, policies, and events affecting the self-determination of Aboriginal peoples. Students will be challenged to explain the significance of key Supreme Court decisions and contemporary economic development issues facing First Nations. Finally, students will demonstrate an understanding of contemporary negotiations and agreements pertaining to Aboriginal self-determination.

## Considerations for Program Delivery

### Addressing Local Contexts – include individual teacher and students choice

In order to reflect BC First Nations cultural diversity and make this course meaningful for students, teachers are advised, wherever possible, to have students achieve the course outcomes through a focus on local content – eg. guest speakers

### Involving Parents and Guardians - informing parents/guardians and students of the Prescribed Learning Outcomes for the course

Responding to parent and guardian requests to discuss the course, unit plans, and learning resources

### Confidentiality – Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.

Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.

### Working with the School and Community – Bring outside resources into the classroom -eg. Guest speakers

To help achieve a successful guest speaker activity :

- determine the nature of the presentation
- Be aware of district guidelines
- Allow students to prepare focus questions

### Building a Support Network – look on the bottom of page 12 for diagram

### Debate – include various forms of debate eg. Informal debates, round table discussion, mock trials etc..

## PLO's

### Skills and Processes

- A1** apply critical thinking – including questioning, comparing, summarizing, drawing conclusions, hypothesizing, and defending a position – to make reasoned judgments about a range of issues, situations, and topics
- A2** demonstrate effective research skills, including
- accessing information
  - assessing information
  - collecting data
  - evaluating data
  - organizing information
  - presenting information
  - citing sources
- A3** demonstrate skills and attitudes of active citizenship, including ethical behavior, open-mindedness, respect for diversity, and collaboration

### Land and Relationships

- B1** describe the location of the traditional territories of British Columbia First Nations
- B2** analyze the relationship of First Nations peoples with the natural world
- B3** explain the significance of traditional education with respect to land and relationships
- B4** analyze the exchanges of ideas, practices, and materials involving First Nations pre-contact and post-contact

### Contact, Colonialism, and Resistance

- C1** demonstrate knowledge of the origins and history of the Métis people in western Canada
- C2** assess the economic, social, political, and cultural impacts of contact with Europeans on BC First Nations during the period of the maritime fur trade
- C3** assess the economic, social, political, and cultural impacts of contact with Europeans on BC First Nations during the period of the land-based fur trade up to Confederation

- C4** analyze post-Confederation government policies and jurisdictional arrangements that affected and continue to affect BC First Nations
- C5** analyze the varied and evolving responses of First Nations peoples to contact and colonialism

### Cultural Expressions

- D1** explain the function and significance of the oral tradition, including storytelling, drama, song, and dance
- D2** explain the significance of First Nations creation, origin, and trickster/transformer stories
- D3** interpret literature by Aboriginal authors
- D4** explain the significance of traditional and contemporary Aboriginal art objects
- D5** evaluate the importance for Aboriginal peoples to determine the use of their artistic traditions and historical artifacts

### Leadership and Self-Determination

- E1** describe challenges during the 20th century that led to the emergence of contemporary Aboriginal leadership, including reference to
  - Aboriginal veterans
  - Aboriginal women
  - Métis
  - Aboriginal leaders and organizations
  - the Indian Act (with successive amendments)
- E2** compare traditional and contemporary First Nations systems of governance
- E3** analyze contemporary legislation, policies, and events affecting the self-determination of Aboriginal peoples

## Key Elements: BC First Nations Studies 12

<p><b>Skills and Processes</b></p> <ul style="list-style-type: none"> <li>-Critical-thinking skills</li> <li>-Research skills</li> <li>-Communication and presentation skills</li> <li>-Skills and attitudes of active citizenship</li> </ul>	
<p style="text-align: center;"><b>Land and Relationships</b></p> <ul style="list-style-type: none"> <li>• Locations of BC First Nations</li> <li>• The relationship of First Nations peoples and the natural world</li> <li>• Education in traditional BC First Nations societies</li> <li>• Interactions among BC First Nations (precontact and post-contact, up to the present)</li> <li>• Cultural relationships between BC First Nations and other societies (especially European)</li> </ul>	<p style="text-align: center;"><b>Contact, Colonialism, and Resistance</b></p> <ul style="list-style-type: none"> <li>• The history of the Métis people in western Canada</li> <li>• Economic, political, social, and cultural impacts of contact with Europeans on BC First Nations                             <ul style="list-style-type: none"> <li>– in the maritime fur trade period</li> <li>– during the land-based fur trade and up to Confederation</li> <li>– since Confederation (especially with reference to Canadian government policy and jurisdictional arrangements)</li> </ul> </li> <li>• Evolving responses of BC First Nations to contact and colonialism</li> </ul>
<p style="text-align: center;"><b>Cultural Expressions</b></p> <ul style="list-style-type: none"> <li>• the function and significance of the oral tradition (including story-telling, drama, song, dance)</li> <li>• BC First Nations creation, origin, and trickster/transformer stories</li> <li>• literature by contemporary Aboriginal authors</li> <li>• the significance of traditional and contemporary BC First Nations art objects</li> <li>• the issues of repatriation and cultural appropriation</li> </ul>	<p style="text-align: center;"><b>Leadership and Self-Determination</b></p> <ul style="list-style-type: none"> <li>• 20th century issues that galvanized leadership within BC First Nations</li> <li>• key leaders and accomplishments</li> <li>• traditional and contemporary models of governance for Aboriginal peoples</li> <li>• contemporary legislation, policies, and events affecting self-determination of Aboriginal peoples (with particular reference to BC First Nations)</li> </ul>

## Assessment:

Assessment <i>for</i> learning	Assessment <i>as</i> learning	Assessment <i>of</i> learning
<p>Formative assessment is ongoing in the classroom</p> <ul style="list-style-type: none"> <li>• teacher assessment, student self-assessment, and/or student peer assessment</li> <li>• criterion-referenced – criteria based on Prescribed Learning Outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task</li> <li>• involves both teacher and student in a process of continual reflection and review about progress</li> <li>• teachers adjust their plans and engage in corrective teaching in response to formative assessment</li> </ul>	<p>Formative assessment is ongoing in the classroom</p> <ul style="list-style-type: none"> <li>• self-assessment</li> <li>• provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning</li> <li>• student-determined criteria based on previous learning and personal learning goals</li> <li>• students use assessment information to make adaptations to their learning process and to develop new understandings</li> </ul>	<p>Summative assessment occurs at end of year or at key stages</p> <ul style="list-style-type: none"> <li>• teacher assessment</li> <li>• may be either criterion referenced (based on Prescribed Learning Outcomes) or norm referenced (comparing student achievement to that of others)</li> <li>• information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)</li> <li>• used to make judgments about students' performance in relation to provincial standards</li> </ul>