EDUCATION PROGRAMS

INDIGENOUS SPORT HEROES EDUCATION EXPERIENCE
PROVINCIAL CURRICULAR CONNECTIONS (INDIGENOUS EDUCATION)

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FEATURED INDIGENOUS HALL OF FAMERS BY REGION

KAHNAWAKE – SOUTHWEST OF MONTREAL, QUEBEC (KAHNAWAKE MOHAWK TERRITORY)

- Waneek Horn-Miller
- Alwyn Morris

SIX NATIONS OF THE GRAND RIVER FIRST NATIONS RESERVE – ONTARIO

- Bill Isaacs
- Tom Longboat
- Ross Powless
- Gaylord Powless

NORWAY HOUSE CREE NATION – MANITOBA

- Joseph Benjamin Keeper

MÉTIS – SASKATCHEWAN

- Colette Bourgonje – Porcupine Hills, Saskatchewan
- Bryan Trottier – Val Marie, Saskatchewan

RED PHEASANT CREE NATION – RED PHEASANT, SASKATCHEWAN

- Alex Decoteau

ERMINESKIN CREE NATION – MASKWACIS, ALBERTA

- Chief Wilton Littlechild

SNUNEYMUXW FIRST NATION – NANAIMO, BRITISH COLUMBIA (COAST SALISH TERRITORY)

- Harry Manson

GWICH'IN FIRST NATION – AKLAVIK, NORTHWEST TERRITORIES

- Sharon Anne Firth
- Shirley Firth

RECENT TOM LONGBOAT AWARD WINNERS

2017

- Joy SpearChief-Morris – Blackfoot – Kainai (Blood) Nation – Alberta
- James Lavallée – Métis – Manitoba

2018

- Jocelyne Larocque – Métis – Manitoba
- Michael Linklater – Nehiyaw (Cree), descending from Thunderchild First Nation – Saskatchewan

2019

- Lyric Atchison – Squamish Nation – British Columbia
- Cameron Gayleard – Métis – Manitoba

INDIGENOUS EDUCATION – PROVINCIAL CURRICULUM LINKS

ALBERTA

SOCIAL STUDIES

Grade 4

4.2 General Outcome: Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

Specific Outcomes:

- 4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity
- 4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:
  - Which First Nations originally inhabited the different areas of the province? (CC, LPP, TCC)
  - How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP)
  - What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land? (TCC)
  - How did the Métis Nation and Métis settlements contribute to Alberta's identity (i.e., languages, accomplishments)? (CC, I, LPP, TCC)

Grade 5

5.2 General Outcome: Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

Specific Outcomes:

- 5.2.1 appreciate the complexity of identity in the Canadian context: recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity (I, TCC), acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history (CC, I, TCC)
- 5.2.2 examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues: What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land? (I, CC, TCC, LPP), How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada?

Grade 10

Related Issue 2 - General Outcome: Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.

Specific Outcomes:

- 2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)

- 2.11 analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife) (GC, CC, TCC, I)

Grade 11

Related Issue 1 – General Outcome: Students will explore the relationships among identity, nation and nationalism.

Specific Outcomes:

- 1.10 evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)

Aboriginal Studies 10 (Grade 10)

Theme III - General Outcome: Students will demonstrate an understanding of the political and economic organization of Aboriginal peoples.

Specific Outcomes:

- 5. demonstrate an understanding of the current issues being addressed by Aboriginal political and economic organizations
- 6. demonstrate an understanding of why Aboriginal peoples of Canada have formed unique organizations and alliances to deal with the federal and/or provincial governments

ABORIGINAL STUDIES 20 (GRADE 11)

Theme II – General Outcome: Students will demonstrate an understanding of the effects of treaty relationships between First Nations people and the Government of Canada.

Specific Outcomes:

- 7. demonstrate an awareness that First Nations people throughout the world are diverse in their culture, identity and security
- 8. demonstrate an understanding that First Nations people of Canada and the world share a common view of inherent rights
- 10. demonstrate an appreciation for First Nations groups and leaders who are committed to the struggle of self-determination and the continuation of their culture, institutions and tradition

ABORIGINAL STUDIES 30 (GRADE 12)

Theme III – General Outcome: Students will demonstrate an understanding of the impact of colonialism experienced by Aboriginal peoples in Alberta and Canada.

Specific Outcomes:

- 3. demonstrate an understanding of cultural influences, similarities and differences on the concept of leadership and processes of governance; e.g., tripartite agreements—federal/provincial/First Nations
- 4. demonstrate an understanding of how cultural differences, social pressures and common misunderstandings can foster negative stereotypes
- 5. demonstrate an understanding and appreciation of people who face discrimination through stereotyping
- 7. demonstrate an understanding of why Aboriginal peoples should determine their own destiny

FIRST NATIONS, MÉTIS AND INUIT (FNMI) LANGUAGES

Blackfoot Language & Culture (K - Grade 12)

General Outcomes:

Applications [A]

- Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (Pookaiksi aakohtaomia'nistayissitapiiyaawa niitsi'powahssini.)
    - A-5 to enhance their knowledge of the world
    - A-6 for imaginative purposes and personal enjoyment

Community Membership [CM]

- Students will live peacefully with Mother Earth,* others and themselves, guided by the Creator.* (Pookaiksi aakayaahsopaatomoyiiyaawa ksaahkommiitapi ki noohkiitsimmiksi.)
  * Discretionary (see Community Membership Overview section)
    - CM-1 Mother Earth*
    - CM-2 others
    - CM-3 themselves

Strategies [S]

- Students will know and use various strategies to maximize the effectiveness of learning and communication. (Maanistaakohkottsokiitsi'poihpi pookaiksi aakaissksinima'tsoohsiiyaawa.)
    - S-1 language learning
    - S-3 cultural learning

Cree Language & Culture (Grade 4 – 12)

General Outcomes:

Applications [A]

- Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.
    - A-5 to enhance their knowledge of the world
    - A-6 for imaginative purposes and personal enjoyment

Community Membership [CM]

- Students will live (wa)wetina(hk) (peacefully) with Kikâwînaw Askiy (Mother Earth*), others and themselves, guided by Omâmawi Ohtâwîmâw (the Creator*).
  * discretionary (see Community Membership Overview section)
    - CM-1 *Kikâwînaw Askiy* (Mother Earth*)
    - CM-2 others
    - CM-3 themselves

Strategies [S]

- Students will use strategies to maximize learning and communication.
    - S-1 language learning
    - S-3 cultural learning

BRITISH COLUMBIA

SOCIAL STUDIES

Kindergarten, Grade 1, Grade 2

Big Ideas

- Our communities are diverse and made up of individuals who have a lot in common; recognize and respect the diversity of individuals; Canada is made up of many diverse regions and communities.

Learning Standards – Content

- people, places, and events in the local community, and in local First Peoples communities
- diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture

Grade 3

Big Ideas

- Learning about Indigenous peoples nurtures multicultural awareness and respect for diversity.
- Indigenous knowledge is passed down through oral history, traditions, and collective memory.
- Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.

Learning Standards – Content

- cultural characteristics and ways of life of local First Peoples and global indigenous peoples
- oral history, traditional stories, and artifacts as evidence about past First Peoples cultures

Grade 4

Big Ideas

- Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity.

Learning Standards - Content

- the impact of colonization on First Peoples societies in British Columbia and Canada

Grade 5

Big Ideas

- Canada's policies for and treatment of minority peoples have negative and positive legacies.
- Immigration and multiculturalism continue to shape Canadian society and identity.

Learning Standards – Content

- past discriminatory government policies and actions, such as residential schools
- First Peoples land ownership and use

Grade 9

Big Ideas

- Disparities in power alter the balance of relationships between individuals and between societies.

Learning Standards - Content

- imperialism and colonialism, and their continuing effects on indigenous peoples in Canada
- discriminatory policies and injustices in Canada and the world such as residential schools

Grade 10

Big Ideas

- Worldviews lead to different perspectives and ideas about developments in Canadian society.
- Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

Learning Standards – Content

- discriminatory policies and injustices in Canada and the world, including residential schools
- domestic conflicts and co-operation
    - First Peoples actions: involvement in Meech Lake Accord, Oka Crisis, Gustafsen Lake Standoff, Ipperwash Crisis, Shannon's Dream (Attawapiskat), Idle No More
    - national and regional First Peoples organizations: National Indian Brotherhood, Assembly of First Nations

Grade 11

Big Ideas

- Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples
- Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism

Learning Standards – Content

- colonialism and contemporary issues for Indigenous people in Canada and around the world
- sacred texts, traditions, and narratives of First Peoples cultures

BRITISH COLUMBIA FIRST PEOPLES 12

Grade 12

Big Ideas

- The identities, worldviews, and languages of B.C. First Peoples are renewed, sustained, and transformed through their connection to the land.
- Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples.
- Through self-governance, leadership, and self-determination, B.C. First Peoples challenge and resist Canada's ongoing colonialism.

Learning Standards – Content

- traditional territories of the B.C. First Nations and relationships with the land
- role of oral tradition for B.C. First Peoples
- resistance of B.C. First Peoples to colonialism
- contemporary challenges facing B.C. First Peoples, including legacies of colonialism

CONTEMPORARY INDIGENOUS STUDIES 12

Big Ideas

- The identities, worldviews, and languages of Indigenous peoples are renewed, sustained, and transformed through their connection to the land.

- Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism.
- Indigenous peoples continue to advocate and assert rights to self-determination.
- Reconciliation requires all colonial societies to work together to foster healing and address injustices.

Learning Standards – Content

- varied identities and worldviews of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land
- factors that sustain and challenge the identities and worldviews of indigenous peoples
- resilience and survival of indigenous peoples in the face of colonialism
- responses to inequities in the relationships of indigenous peoples with governments in Canada and around the world
- restoring balance through truth, healing, and reconciliation in Canada and around the world

ENGLISH - FIRST PEOPLES

Grade 10 - 12

LITERARY STUDIES 10, NEW MEDIA 10, SPOKEN LANGUAGE 10, WRITING 10, NEW MEDIA 11, SPOKEN LANGUAGE 11, WRITING 11, GRADE 12

Big Ideas

- The exploration of text and story deepens understanding of one's identity, others, and the world.
- First Peoples texts and stories provide insight into key aspects of Canada's past, present, and future.
- Self-representation through authentic First Peoples text is a means to foster justice.
- Texts are socially, culturally, geographically, and historically constructed.
- First Peoples literature plays a role within the process of Reconciliation.
- New media influence people's understandings of community
- First Peoples voices and texts play a role within the process of Reconciliation.

MANITOBA

SOCIAL STUDIES

Grade 1

Cluster 1: I belong

Students examine their relationships with others as they explore groups in communities. They discover family and community expressions of culture and identity, and explore how traditions, celebrations, and personal stories connect them to the past.

- 1-KI-007A Recognize that they are members of a First Nation, Inuit, or Métis community.
- 1-VI-003 Respect the stories, traditions, and celebrations of others.

Grade 2

Cluster 2: Communities in Canada

Students enhance their awareness of the cultural and geographic diversity of Canada through the study of one Aboriginal community and one other Canadian community.

- 2-KH-027 Recognize that First Nations and Inuit people are Canada's original peoples.
- 2-VI-006A Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.
- 2-VH-009 Value oral history as a way to learn about the land.

Grade 4

Cluster 3: Living in Manitoba

Students explore the physical and natural environment, people, places, and communities of Manitoba. They also consider Manitoba's contributions and links to the rest of the world.

- 4-KI-006A Give examples of Aboriginal artistic and cultural achievements and organizations in Manitoba.
- 4-KI-007 Identify Aboriginal communities, cultures, and languages in Manitoba. *Examples: Cree, Ojibway, Dakota, Michif, OjiCree, Dene.*
- 4-KI-009A Understand the teachings of Elders about their culture and identity.
- 4-KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.

Cluster 5: Canada's North

Students explore one of Canada's northern territories. They consider the physical and human geography of the territory studied, which includes a focus on stories, traditions, and changes in ways of life in Canada's North. Students examine Aboriginal contributions, as well as the contribution of the North to the Canadian community.

- 4-KI-013 Describe Aboriginal contributions to the northern territory studied. *Examples: visual arts, games, music, dance.*
- 4-KI-014 Give examples of Aboriginal languages, cultures, and communities in the northern territory studied.

Grade 5

Cluster 1: First Peoples

Students explore First Peoples' ways of life before and during their early contact with Europeans, which includes a focus on the daily life, leadership, culture, and beliefs of First Peoples communities. Students also consider traditional territories of First Peoples and their connections with the natural environment.

- 5-KL-017 Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.
- 5-KP-046 Compare types of leadership in diverse First Peoples communities. *Examples: hereditary right, matriarchy, democracy.*
- 5-VH-008 Value oral tradition as an important source of knowledge about First Peoples.

Grade 6

Cluster 1: Building a Nation (1867 to 1914)

Students examine life in post-Confederation Canada. They explore the expansion of Canada through the addition of new provinces and territories, including the influence of individuals and events of this time. Students focus on the entry of Manitoba into Confederation, establishment of treaties and reserves, building of railroads, role of the North West Mounted Police, the 1885 Resistance, and the gold rushes. Students consider the impact of immigration and hardships faced by new settlers. They also study cultural diversity, including the evolving relationships between First Nations, Inuit, and Métis peoples and the Canadian government, and relationships between anglophones and francophones.

- 6-KI-007 Give reasons for the establishment of treaties and reserves and describe their impact on individuals, families, and communities. *Examples: indigenous rights, no right to vote, permission needed to leave a reserve.*

Grade 9

9.1.4: Pluralism and Integration

- KI-017 Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.
- KI-018 Evaluate effects of assimilative policies on cultural and linguistic groups in Canada. *Include: Aboriginal residential schools, language laws.*
- KI-018A Evaluate effects of residential schools on their own and other Aboriginal communities.

9.4.3 Social Justice in Canada

In this learning experience, students identify and consider differing points of view concerning natural resource ownership and development.

- VL-006 Respect traditional relationships that Aboriginal peoples of Canada have with the land.

Grade 10

2.2 Diverse Perspectives

- KI-004 Identify Aboriginal perspectives and rights regarding natural resources and their use. *Examples: perspectives—sacred, caretaking; resources—land claims, fishing and hunting rights, mineral rights.*

Grade 11

Cluster 1: First Peoples and Nouvelle-France (to 1763)

11.1.1 – Who were the First Peoples, and how did they structure their world?

Historical Content

- Overview of First Nations cultures and traditional territories
- Oral traditions of First Peoples (*e.g., Ininew [Cree], Anishinabe [Ojibwa], Dakota [Sioux], Inuit, Dene*)
- World views: spirituality and values; relationships to the land; oral tradition; Indigenous knowledge, arts, technology

- Governance: patriarchal and matriarchal organization, clan systems, role of Elders, collective decision making, leadership
- Social structures: family, clans, gender roles, holistic education, community responsibilities, and "justice"
- Relations between nations: alliances and confederacies (*e.g., Haudenosaunee [Iroquois], Niitsitapi [Blackfoot*)

CURRENT TOPICS IN FIRST NATIONS, MÉTIS, AND INUIT STUDIES

Grade 12

Cluster 1: Image and Identity

1.1 The Ghosts of History

Enduring Understandings

- Current Indigenous issues are really unresolved historical issues.
- First Nations, Métis, and Inuit peoples want to be recognized for their contributions to Canadian society and to share in its successes.

Historical Content

- *Indian Act* of 1876 and subsequent revisions
- Residential Schools
- 1960s adoption scoop
- Numbered treaties ignored and dishonored from 1871 to 1921
- Red River Resistance of 1870, Northwest Resistance of 1885, Oka crisis of 1990, Ipperwash protest and the death of Dudley George of 1995
- *Report of the Royal Commission on Aboriginal Peoples* (1991), *United Nations Declaration of the Rights of Indigenous Peoples* (1995)

4.1 Specific Aboriginal Culture

4.1.1 History: Places, Events, and Changes

Kindergarten – Grade 2

- give examples of historical places (*e.g., trap lines, berry-picking grounds, powwow grounds, landmarks*) of an Aboriginal community in Manitoba

Grade 3 and Grade 4

- discuss ways in which the traditions, customs, and protocols within an Aboriginal culture in Manitoba have changed over time

Grade 5 and Grade 6

- compare traditional lifestyles (*e.g., food, clothing, shelter, roles of men, women, children, Elders*) of Aboriginal cultures in Manitoba

Grade 7 and Grade 8

- give examples of various sites used for traditional Aboriginal practices in Manitoba
- identify factors (*e.g., historical events, significant individuals*) that have influenced the practices and ceremonies of an Aboriginal culture in Manitoba

Grade 9 and Grade 10

- research and present information on the treaties signed with specific First Nations in Manitoba
- give examples of traditional Aboriginal practices (*e.g., ceremonies, transportation*) still in use today
- research elements (*e.g., values, beliefs, customs*) of an Aboriginal culture in Manitoba, and explain their influence on contemporary ways of life

Grade 11 and Grade 12

- research a specific Aboriginal culture using a variety of sources (*e.g., stories, historical references, documents*), and present the information in a variety of ways

4.1.3 Contributions and Influences

Kindergarten – Grade 6

- identify Aboriginal games and sports
- explain how traditional Aboriginal games and sports are played
- identify Aboriginal games and sports played in Manitoba

NEW BRUNSWICK

SOCIAL STUDIES

Grade 3

Unit Two: Peoples

Outcomes:

3.2.2 Examine how diverse peoples in their province express their culture

- Students are provided with the opportunity to experience and appreciate a vast array of expressions of culture— e.g., language, stories, folk tales, songs, music, poetry, dance, visual art. Such cultural expressions should be infused throughout the study. It is important, however, to move beyond a surface celebration of culture (e.g., food and fashion) and examine deeper aspects of cultural expression (e.g., language, stories, visual art).
- A key factor in expressing and preserving cultural expression is language. Today, many diverse peoples are engaged in ongoing efforts to preserve their language.

Note: In the resource section of 3.2.2 there is access to First Nation Learning Resources (NBED Portal) which is a site designed to give New Brunswick teachers access to learning resources rich in First Nations content in order to increase First Nations cultural awareness.

Grade 5

Unit 4: Decision-Making

Outcomes:

5.4.1 Demonstrate an understanding of the diverse societies of First Nations and Inuit in what later became Canada

5.4.2 Examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada

Grade 8

Theme Two: Culture

Outcomes:

2.1 examine and develop a general concept of culture

- 2.1.1 define the terms culture, tradition, oral expression, and material culture
- 2.1.4 identify various forms of oral expression through which societies and peoples express culture
- 2.1.5 identify various forms of material culture that societies use to express culture

Grade 9

General Curriculum Outcome 1: Students will explore Canadian identities.

Specific Outcomes:

1.1 Students will analyse various perceptions of identities in Canada.

- Indigenous Perspectives: Pre-Contact, First Contact, Colonialism.

2.3 Students will analyse the impact of migration and immigration on identities in Canada.

- Colonialism
- Residential School System
- Treaties (Peace and Friendship, Land)

INDIGENOUS STUDIES

General Curriculum Outcome 1: Students will apply their knowledge of worldview to understand Indigenous perspectives.

Specific Outcomes:

1.1 Students will be able to identify biases.

- Terminology of harmony and respect (e.g., "First Nation" versus "Indian" and "Reserve" versus "Community").
- Terminology of power relations (e.g., "Tribe" versus "Nation" and privileging Western perspectives).

1.3 Students will summarize the components of oral traditions.

- Elders as knowledge keepers who share the history of their people and lands.
- Oral tradition as valid and legal evidence.
- Oral tradition shapes identity and connects to the past, present, and future.
- Oral tradition provides guiding principles for living.
- The skills of oral language that are central to learning and knowledge: The role of legends & images in enhancing memory and the power of observation.

1.4 Students will explore the significance of legends to Indigenous worldviews.

- Elder storytelling.
- Medicine wheel teachings—Sacred ways of life.
- Significance of legends in capturing information about the natural world.
- Locations of First Nation territories.
- Significance of Indigenous place names and related legends.

General Curriculum Outcome 3: Students will examine the relationship of Indigenous Peoples to non-Indigenous Peoples in New Brunswick and in Canada.

3.3 Students will examine the intent of discriminatory legislation and the role of education to undermine family and social structure, and to destroy Indigenous languages and cultures through the Indian Residential Schools and by other means.

- The Indian Act, legislation and policy impacting Indigenous Peoples.
- The purpose and structure of Indian Residential and Day Schools.
- The social impact of Indian Residential and Day Schools on First Nation languages, culture, families and communities. The locations of the Indian Residential Schools and Indian Day Schools in New Brunswick.

3.4 Students will examine the experiences of Indigenous Peoples as they have participated in Canadian events, including global conflicts.

- Contributions of Indigenous People during the First and Second World Wars.
- Indigenous past and current experiences serving in policing and the Canadian Forces.

General Curriculum Outcome 4: Students will recognize the importance of Indigenous advocacy as agents of social change.

Specific Outcomes:

4.1 Students will examine the period of initial contact with Europeans.

- The Kanesatake Resistance (Oka Crisis); United Nations Declaration on the Rights of Indigenous Peoples

NEWFOUNDLAND AND LABRADOR

SOCIAL STUDIES
Kindergarten

Unit 2: Roots

K.2.3 Students will be expected to recognize that families (local, national, and global) have varied traditions, rituals, and celebrations.

Outcomes

- demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations

*Teachers should include examples of First Nations, Inuit and Innu, Anglophones, Francophones, other cultures represented in the classroom/school, as well as other cultures around the world.

Grade 1

Unit 3: Place and Time

1.3.3 Students will be expected to demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time.

Outcomes

- compare where Aboriginal peoples live today and lived in the past
- give examples of past and present interaction between Aboriginal peoples and place

Grade 2

Unit 4: Environments

2.4.2 Students will be expected to describe how people's interactions with their environment have changed over time.

Outcomes

- give examples of how Aboriginal peoples interacted with the environment

Grade 5
Unit 4: Decision-Making

Curriculum Outcomes
4.0 - Students are expected to explain the diversity of First Nation and Inuit societies in what later became Canada (c. 1000-1400 CE).

- 4.1 locate and describe societies using geographic concepts
- 4.2 explain how human environmental interactions influenced societies

Grade 7
Unit 4: Cultural Empowerment

7.4.3 analyze the degree of empowerment and disempowerment for Aboriginal peoples in present day Atlantic Canada during this period.

- describe the way of life of Aboriginal peoples in present day Atlantic Canada at this time
- explore how national policies, treaties, and the Indian Act impacted the Aboriginal peoples of present day Atlantic Canada

Grade 8
Unit 4: History as a Story of Change

Specific Curriculum Outcomes
SCO 4.5 The student will be expected to demonstrate an understanding of social changes and issues that Newfoundland and Labrador experienced at the close of the 20th century

- 4.5.10 Identify the basic issues related to Aboriginal land claims in the province
- 4.5.11 Evaluate the impact of non-Aboriginal activities on Aboriginal peoples

Grade 9
Unit 6 - Canada's Changing Identity: Creating a Preferred Future

Curriculum Outcome
SCO 16 - The student will be expected to demonstrate an understanding of political challenges and opportunities that may affect Canada's future

- 16.1 examine significant issues related to Aboriginal autonomy and self-government

NORTHWEST TERRITORIES

SOCIAL STUDIES

Grade 1

Cluster 1: I Belong

1.1.3 Connections to the Past

- KT-017A Recognize that stories, traditions, and celebrations of their Aboriginal community connect them to previous generations (*Examples: Chief Jimmy Bruneau—Behchoko; Chief Julius—Fort McPherson*)

Cluster 2: My Environment

1.1.2 My Province and Country

- KC-002A Identify the language spoken in their First Nation, Inuit or Métis community.

1.2.5 The Natural Environment

- VL-007A Value the special relationships Aboriginal people have with the natural environment.

Grade 2

Cluster 1: Our Local Community

2.1.4 Culture and Heritage

- KCC-006 Identify cultural groups in their local communities.
- KI-010A Identify their Aboriginal heritage and cultures.

2.1.5 Personal Identity

- KI-008A Recognize that their Aboriginal ancestors, Elders, and communities connect them to the past, present, and future.

Cluster 2: Communities in Canada

2.2.5 Diversity and Change

- VCC-006A Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

Grade 3

Cluster 1: Connecting with Canadians

3.1.1 Canadian Citizenship

- KC-002 Give examples of responsibilities and rights of Canadian citizens (*Examples: include Article 23 and Aboriginal Rights*)

3.1.4 Leadership

- VP-011A Respect the teachings of Elders, leaders, parents, and community members.

Grade 4

Theme 2: Beginnings and Traditions

- 4-V-I-004 value the First Peoples of this land
- 4-K-I-010 demonstrate understanding of the teachings of Elders about culture and identity.

- 4-K-L-012 demonstrate awareness of Aboriginal peoples' traditional relationships with the land and each other.
- 4-K-L-012 A demonstrate understanding of how the land determined the roles, identities, values, beliefs, traditions, activities, customs, art, transportation, technologies, shelters and clothing of First Peoples.
- 4-K-L-014 demonstrate an understanding of traditional stories related to First Peoples, the land and animals of the North.
- 4-V-T-006 respect oral tradition as a source of historical information.
- 4-K-T-015 demonstrate understanding of how shared stories of Aboriginal groups, families and Elders enrich personal and family histories

Theme 3: Continuity and Change in the NWT

- 4-K-CC-021 demonstrate understanding of how the education of young people in the NWT changed after contact between Aboriginal and European societies, particularly the nature and impact of residential schools.
- 4-K-T-025 demonstrate understanding of how shared stories of Aboriginal groups, families and Elders enrich personal and family histories.

Grade 5

Learning Experience #1: Origins and Connections to the Land

- KL-017 -Describe practices and beliefs that reflected First People's connections with the land and the natural environment.
- VCC-008 -Value oral tradition as an important source of knowledge about First Peoples.

Grades 10-12

Note: The grade 10-12 NWT curriculum is the grade 10 Alberta curriculum. Please see the Alberta section of this document.

DENE KEDE K-6

Dene Kede encompasses the language, culture and the way in which five Dene nations view the world. In K to 6, themes are used to reinforce and teach the four concepts central to Dene perspective: the Spiritual World, the Land, the Self, and the People, while Grades 7 to 9 employ a modular approach. The purpose of this curriculum is to present children with the experiences, knowledge, skills and attitudes that will guide them toward becoming capable citizens.

INUUQATIGIIT K-12

Inuuqatigiit is a curriculum that focuses on the enhancement and enrichment of Inuit culture, heritage and language. Students will learn about Inuit history, traditions, knowledge, values and beliefs. Inuuqatigiit is based on the philosophy and value system of the Inuit. Inuuqatigiit means Inuit to Inuit, people to people, or family to family. It also implies a unity between people.

NORTHERN STUDIES 10

Module 2: Residential Schools

Values and Attitudes Learning Outcomes

- 2.1 recognize historical and contemporary consequences of European contact and colonization on Aboriginal societies in the North
- 2.2 understand and recognize that Aboriginal people had ways of educating their children to be capable people prior to European contact
- 2.3 demonstrate empathy towards those who attended residential schools, the parents and families left behind and those who have been impacted intergenerationally
- 2.4 demonstrate their personal understanding and commitment to reconciliation
- 2.5 demonstrate awareness of the causal relationship between the past, present, and future of relations between Aboriginal and non-Aboriginal Canadians

Knowledge and Understanding Learning Outcomes

- 2.6 examine colonial policies and practices that affected Northern peoples (residential schools, Indian Act, Gradual Civilization Act, Gradual Enfranchisement Act, Number Treaties)
- 2.7 examine legacies of historical colonization that continue to influence the North today
- 2.8 analyze impacts of colonization today so that actions for redressing past wrongs can be made and understand that many colonial policies are still in existence today
- 2.9 evaluate various attempts to address consequences of colonizing policies and practices on peoples in the North (Truth and Reconciliation Commission, Aboriginal Healing Foundation, Federal Apology, language revitalization, Indian Residential Schools Settlement Agreement, Canadians for a New Partnership)
- 2.10 respond to contemporary Northern issues in a manner which promotes healing and reconciliation

Module 4: Living Together

Values and Learning Outcomes

- 4.1 appreciate examples when people have stood up for their beliefs (*Berger Inquiry testimonials, Residential School survivors, Father Pochat, Indian Brotherhood, Michel Sikyea, Paulette Caveat, Walking with our Sisters, Idle No More)*
- 4.2 acknowledge and appreciate the existence of multiple perspectives and traditions in our relationships with other people
- 4.3 appreciate the relationship between people and the land and animals
- 4.4 recognize and appreciate historical and contemporary consequences of contact and relationships among Aboriginal societies in the North
- 4.5 recognize and appreciate historical and contemporary consequences of contact and relationships between Aboriginal and non-Aboriginal societies in the North
- 4.7 reflect on their roles and responsibilities as treaty people

NOVA SCOTIA

SOCIAL STUDIES

Year 1 – 3

Outcome 1: Students will investigate the diversity of cultural groups.

Indicators:

- Ask questions on the diversity of cultural groups, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups.

Year 4

Outcome 4: Students will examine the relationship between humans and the physical environment.

Indicators:

- Gather information on how humans interact with the physical environment (with a focus on Canadian Aboriginal perspectives).

Year 5

Outcome 3: Students will demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada.

Indicators:

- Explore how artifacts provide information on the diversity of First Nations and Inuit cultures and societies. (This must be a First Nations perspective on artifacts).
- Use primary and secondary sources to examine the diversity of First Nations and Inuit societies, in what later became Canada.

Year 6

Outcome 4: Students will examine how traditions relate to culture in a region, inclusive of the traditions of the Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.

Indicators:

- Explore how traditions, customs, and rituals influence a region's culture.
- Explore how cultural values and beliefs are reflected and preserved through language, literature, and oral tradition.

Outcome 5: Students will examine selected examples of child rights issues around the world inclusive of Aboriginal human rights issues in Canada.

Indicators:

- Explore and give examples of the rights included in the United Nations Declaration of the Rights of the Child and UN Declaration of Rights of Indigenous Peoples.
- Form questions about and investigate selected child rights issues, inclusive of Aboriginal human rights issues.

Year 8

Outcome 1: Learners will reflect on the 20th and 21st century Indigenous experiences in Canada.

Indicators:

- Investigate diversity within Indigenous communities in Canada.
- Reflect on the impacts of residential schools on Indigenous peoples of Canada.
- Analyse how Indigenous peoples have advocated for their Rights in Canada.

Year 9

Outcome 3: Learners will evaluate key changes in the citizenship rights of Mi'kmaw and other traditionally disempowered people.

Indicators:

- Evaluate the importance of treaties as integral to citizenship rights and responsibilities.
- Analyse the role of all citizens in reconciliation.

Canadian History 11

Governance

Specific Curriculum Outcomes:

- demonstrate an understanding of how pre-contact and post-contact First Nations governing structures and practices were reflective of their societies

NUNAVUT

NUNAVUSIUTIT – SOCIAL STUDIES

Grade 1

People Around Us

Themes:

A. Home and Family

C. Home and Community

D. Current Events

Grade 2

Our Community

Themes:

A. Living in Our Community

D. Current Events

Grade 3

Other Communities

Themes:

A. Communities in Our Region

B. Communities in the NWT

D. Current Events

Grade 4

Our People Then and Now

Themes:

A. How Our People Lived Long Ago

B. Our Changing Communities

C. The Faces of the NWT

D. Current Events

Grade 5

Our Northern Land and its Peoples

Themes:

A. How Our Northern Territory Came to Be

B. The North's Resources

C. Regional Councils and Aboriginal Self-Government

D. Current Events

Grade 6

Our Place in the Nation

Themes:

A. Territorial and Provincial Governments

B. The Regions of Canada

C. The Faces of Canada
D. Current Events

Grade 9
The Growth of Canada

Themes:
B. Canada: History to the Twentieth Century
D. Current Events

Grade 10
Modules

2. Rights, Responsibilities and Justice
3. Governance and Leadership
4. The Residential School System in Canada

Grade 11
Social Studies 20-1; 30-1
Perspectives on Nationalism; Perspectives on Ideology

Themes:

- Identity (I)
- Culture and Community (CC)
- The Land: People and Places (LPP)

UQAUSILIRINIQ
Note: The Uqausiliriniq strand focuses on language and is a vital component of the curriculum that is integrated throughout the other three strands. It includes curriculum for learning English, French and Inuktitut. CSHoF program development regarding Nunavut should include components of Inuit languages including Inuktitut.

ONTARIO

SOCIAL STUDIES

Grade 2

A. Heritage and Identity: Changing Family and Community Traditions

A3. Understanding Context: describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups (FOCUS ON: Interrelationships; Significance).

- A3.2 identify some different groups in their community (*e.g., various religious and ethno cultural groups),* and describe some of the ways in which they contribute to diversity in Canada *(e.g., different First Nations languages, foods, music, clothing, holidays*)
- A3.4 describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada (*e.g., National Aboriginal Day, ethno cultural festivals*)

Grade 3

A. Heritage and Identity: Communities in Canada, 1780-1850

A1. Application: compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day (FOCUS ON: Continuity and Change; Perspective).

- A1.3 identify some key components of the Canadian identity (*e.g., bilingualism, multiculturalism*), and describe some of the ways in which communities that were in Canada around the early 1800s have had an impact on Canadian identity (*e.g., with reference to cultural contributions, place names, observances such as National Aboriginal Day*). Sample questions: "What are some place names in Canada that derive from First Nations languages?", "Who are the Métis? How are they different from First Nations? What are some ways in which both groups have contributed to Canadian identity?"

Grade 4

A. Heritage and Identity: Early Societies to 1500 CE

A3. Understanding Context: demonstrate an understanding of key aspects of a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other (FOCUS ON: Significance).

Specific Expectations:

- A3.7 describe how a few early societies, including at least one First Nation and one Inuit society, were governed (*e.g., early democracy in Haudenosaunee society; or of chiefs in the Haida nation*)
- A3.10 describe some attempts within a few early societies, including at least one First Nation and one Inuit society, to deal with conflict and to establish greater cooperation (*e.g., matrilineal structures among some First Nations; the resolution of conflict with drumming, dancing, poetry, and/or humour among Inuit; the role of lacrosse games; the use of marriage and the ceremonial sharing of food and skins to symbolize alliances and the building of relationships in Inuit societies*)

Grade 5

B. People and Environments: The Role of Government and Responsible Citizenship

B3. Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments (FOCUS ON: Significance).

- B3.3 describe some First Nations, Métis, and Inuit governance structures that currently exist in Canada (*e.g., with reference to the Métis Nation of Ontario, Inuit Tapiriit Kanatami, the Chiefs of Ontario, the Nishnawbe Aski Nation, the Union of Ontario Indians, the Haudenosaunee Confederacy*)

Grade 6

A. Heritage and Identity: Communities in Canada, Past and Present

A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada (FOCUS ON: Significance; Continuity and Change).

- A1.2 analyze some of the contributions that various First Nations, Métis, and Inuit communities and individuals have made to Canada
- A3.5 describe significant events or developments in the history of two or more First Nations, Métis, and/or Inuit communities in Canada (*e.g., federal government's banning of Indigenous ceremonies and gatherings; Indigenous treaties; the reserve system; the Indian Act; residential schools; the Gradual Civilization Act; court challenges for recognition of hunting and fishing rights; the creation of Nunavut, Nunavik, and Nunatsiavut; the struggle by Métis and Inuit for recognition in the constitution of their rights and status; loss of language and culture*) and how these events affected the communities' development and/or identities

HISTORY

Grade 7

A. New France and British North America, 1713-1800

A2. Inquiry: use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (FOCUS ON: Historical Significance; Historical Perspective).

- A1.3 analyse the displacement experienced by various groups and communities, including First Nations, Métis, and Inuit communities, who were living in or who came to Canada between 1713 and 1800 (*e.g., the forced relocation experienced by many First Nations and/or Métis to reserves or different territories),* and compare it with present-day examples of displacement *(e.g., the relocation of a First Nation reserve community in Canada as a result of changing environmental or economic conditions*)

Grade 8

B. Canada, 1890-1914: A Changing Society

B3. Understanding Historical Context: describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence).

- B1.2 analyse some ways in which challenges affected First Nations, Métis, and Inuit individuals, families, and communities during this period, with specific reference to treaties, the Indian Act, the reserve system, and the residential school system (*e.g., disruption of families, including loss of parental control and responsibility, as rights of Indigenous parents were disregarded when their children were removed and placed in residential schools; loss of knowledge of language and traditional culture; loss of traditional lands with increasing settlement by non-Indigenous Canadians; loss of decision-making power to federal Indian agents, including the denial of personal rights and freedom under the pass system*) and how some of these challenges continue to affect Indigenous peoples today (*e.g., with reference to the ongoing impact of the residential school system*)

Grade 10

D. Canada 1945-1982

D1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: Historical Significance; Continuity and Change).

- D2.1 describe some significant instances of social conflict and/or inequality in Canada during this period, with reference to various groups and communities, including First Nations, Métis, and Inuit communities (*e.g., the Sixties Scoop; the James Bay Project; Aboriginal title and land rights, or the partition of the constitution*), and analyse them from multiple perspectives
- D3.3 analyse key causes of some significant events, developments, and/or issues that affected First Nations, Métis, and Inuit communities in Canada during this period (*e.g., the forced relocation of a number of First Nations, Métis, and Inuit communities; the continuing operation of residential schools; the formation of the National Indian Brotherhood/Assembly of First Nations; the Berger Commission; the Calder case; the recognition in the constitution of existing Aboriginal and treaty rights; the James Bay Project and the resulting protests; the efforts of Mary Two-Axe Early and others to secure equality for First Nations women; the creation of the Inuit Circumpolar Council; the inquest into the death of Chanie ("Charlie") Wenjack*), and assess the impact of these events, developments, and/or issues on identities, citizenship, and/or heritage in Canada

E. Canada, 1982-Present

Overall Expectations:

E2. Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective).

- E2.3 identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982 (*e.g., disputes over land at Oka, Ipperwash; the Truth and Reconciliation Commission; the Idle No More movement; living conditions and education on First Nations reserves; preservation of Indigenous languages; the numbers of Indigenous children in care*), and analyse them from various perspectives

FIRST NATIONS, MÉTIS, AND INUIT STUDIES

Grade 9: Expressions of First Nations, Métis, and Inuit Cultures

A. Artistic Expression and First Nations, Métis, and Inuit World Views

A1. The People and the Land: demonstrate an understanding of the spiritual interconnectedness of people, the land, and the natural world in First Nations, Métis, and Inuit world views, analysing how spiritual and personal connections to the land are expressed through various art forms and arts disciplines.

- A1.2 identify and explain a variety of recurrent symbols and themes related to the land and the natural world in First Nations, Métis, and Inuit art forms (*e.g., symbols: the circle, the infinity sign, the inukshuk, trees, birds, antlers, Earth, the moon, the sun, feathers, flowers, water; themes: the impact of climate change, the importance of responsible land use, the sacredness of the land, the spiritual connection between the people and the land*), drawing on evidence from several different art works/productions to analyse how spiritual and personal connections to the land inform artistic expression.
- A3.1 explain how the concepts of sovereignty, self-governance, and nationhood are expressed through a variety of First Nations, Métis, and Inuit art forms (*e.g., with reference to peace pipes, wampum belts, Métis sashes, the Nunavut flag, Métis flags, the Eagle Staff, flag songs, ceremonial regalia, dance regalia*), analysing the purpose of these art forms in social policy and/or the representation of world views

FIRST NATIONS, MÉTIS, AND INUIT IN CANADA

Grade 10

A. Historical Inquiry and Skill Development

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of the history of Indigenous peoples within the boundaries of contemporary Canada from pre contact to the present day.

- A1.1 use appropriate terminology in their investigations when referring to Indigenous peoples, nations, traditional territories, customs, traditions, and artefacts in Canada (*e.g., the terminology Indigenous peoples use to refer to Indigenous individuals, cultures, and identities; appropriate descriptors, depending on historical context*)
- A1.2 analyse how various factors have influenced changes over time in terminology used to identify/refer to Indigenous peoples and individuals in Canada (*e.g., colonization and decolonization, differing beliefs about the rights of Indigenous peoples and individuals, social/cultural interactions, stereotyping, government policy, the media, Indigenous organization and activism*), including the terminology Indigenous peoples have used to refer to themselves, and assess the significance of this terminology

E. 1876-1969: Assimilation, Encroachment, and Life in the Industrial Age

E3. Identities, Cultures, and Self-Determination: analyse how various individuals, groups, and issues contributed to the development of Indigenous identities, cultures, and rights in Canada between 1876 and 1969 (FOCUS ON: Cause and Consequence; Historical Perspective).

- E1.1 analyse the impact of the Indian Act on First Nations communities and individuals during this period (*e.g., with reference to the status of "Indians" as wards of the state; the role of Indian agents in regulating the lives of people on reserves; the outlawing of ceremonies, including the potlatch and powwows; the expropriation of land from reserves for public works, roads, and railways; lack of voting rights; mandatory attendance at residential schools; the requirement for government approval before land claims could be made against the federal government; provisions related to status Indian women who married men who were not status Indians*)
- E1.3 analyse some key government policies and practices affecting Indigenous peoples during this period, and explain their significance for Indigenous peoples and non-Indigenous Canadians (*e.g., with reference to the Indian Act and its amendments; the establishment of a provisional government by Louis Riel in 1885; the institution of the pass system in western territories; the creation of new provinces in the West and campaigns to recruit European immigrants to settle this region; the enforcement of the Criminal Code and game laws in the North; the Métis Population Betterment Act, 1938; the Ewing Commission, 1934–36; forced relocation of Inuit to the High Arctic in the 1950s; the Hawthorn Report, 1966–67; Indian education policy; the "Sixties Scoop"*)
- E2.3 analyse how attitudes towards Indigenous peoples in Canada during this period contributed to conflict and other challenges (*e.g., with reference to the North-West Resistance; the hanging of Louis Riel; Indigenous protests leading to Treaty 8; the arrest of Chief Dan Cranmer and others for holding a potlatch; forced relocation of Inuit, Innu, and Mi'kmaq communities; expropriation of reserve lands; challenges presented by racism and discrimination and/or assimilationist attitudes*)
- E3.1 analyse various short- and long-term consequences of Indian residential school policy and the practices associated with it (*e.g., short-term: disregard for parental rights, disruption of families, loss of knowledge of language and traditional culture, human experimentation, missing children, unrecorded burials in unmarked graves, sexual and physical abuse;* long-term: *trauma across generations, cultural assimilation and loss of identity, isolation from mainstream society and home communities, mental and physical health issues, the impact on the development of parenting skills and family bonding*)

F. 1969-Present: Resilience, Determination, and Reconciliation

F3. Identities, Cultures, and Self-Determination: analyse how various individuals, groups, and issues have contributed to the development of Indigenous identities, cultures, and rights in Canada since 1969 (FOCUS ON: Historical Significance; Historical Perspective).

- F1.5 explain the significance of the Truth and Reconciliation Commission of Canada for residential school survivors as well as the impact of the commission's calls to action (*e.g., the commission provided residential school survivors and their families with the opportunity to share their individual experiences, which may enable them to achieve a sense of closure; various governments in Canada have set out policies to act on some of the commission's calls to action*)

- F2.5 describe some major instances of conflict involving Indigenous peoples in Canada during this period, and analyse some of their causes and consequences (*e.g., protests and blockades at Oka, Ipperwash, Burnt Church, and/or Caledonia*)
- F3.1 describe some trends, issues, and/or developments that have affected Indigenous peoples globally during this period, and explain their impact on Indigenous peoples and non- Indigenous groups in Canada (*e.g., with reference to globalization; environmental degradation; climate change; food patents; increasing concern about human rights abuses and recognition of and/or redress for historical abuses; the United Nations Declaration on the Rights of Indigenous Peoples, 2007; the creation of the Inuit Circumpolar Council*)

UNDERSTANDING CONTEMPORARY FIRST NATIONS, MÉTIS, AND INUIT VOICES

Grade 11

B. Oral Communication

B2. Listening to Understand: listen to oral texts from and/or related to First Nations, Métis, and Inuit cultures in order to understand and respond appropriately in a variety of situations for a variety of purposes.

- B3.1 orally communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives for a range of purposes, using language and following social codes appropriate for the intended purpose and audience (*e.g., participate in a sharing circle, providing examples of their life experiences when introducing themselves; tell a traditional story to an audience of young children, using simple, vivid language*)
- B3.4 use appropriate words, phrases, and terminology, and a variety of stylistic devices, to communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives effectively and to engage their intended audience *(e.g., select words that are relevant to their topic, such as the names of First Nations, Métis, and Inuit communities and significant individuals, and pronounce them correctly when delivering a presentation; use metaphors and analogies to enhance the message of a speech; use rhetorical questions to engage their audience and to spark small- or large-group discussions)*

C. Reading and Literature Studies

C1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, using a range of strategies to construct meaning.

C5. First Nations, Métis, and Inuit Voices in Contemporary Literature: identify various contributions of individuals, organizations, and initiatives, including technological initiatives, to the development of contemporary First Nations, Métis, and Inuit literature, and analyse the social and cultural influence of those contributions.

- C1.5 extend their understanding of texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, including increasingly complex or difficult texts, by making rich connections between the ideas in them and in other texts and to their own knowledge, experience, and insights (*e.g., apply their knowledge of First Nations, Métis, or Inuit traditions to identify and explain symbolic elements of a novel; identify similarities and differences between the ideas expressed in an*

editorial on a current issue related to First Nations, Métis, and Inuit communities and the ideas on the same topic expressed in at least two other texts)

- C2.2 identify a variety of features of texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, and explain, with increasing insight, how they help communicate meaning or reflect a world view (*e.g., describe the type of information that captioned photographs add to a report on Inuit communities; explain how the layout or punctuation of a poem on the theme of First Nations, Métis, or Inuit spirituality adds to its meaning or emotional impact*)
- C5.2 analyse the influence of contemporary First Nations, Métis, and Inuit literary works on identities and heritage in Canada (*e.g., in terms of offering alternative perspectives on historical events in Canada; of incorporating First Nations, Métis, and Inuit voices, world views, and identities into Canadian literary heritage; of shaping the content and delivery of postsecondary history and literature courses*), commenting with increasing insight on the role of literature as a social and cultural force in First Nations, Métis, and Inuit communities

E. Media Studies

Overall Expectations:

E1. Understanding Media Texts: demonstrate an understanding of a variety of media texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant media texts from non-Indigenous sources.

E5. First Nations, Métis, and Inuit Voices in Contemporary Media: identify various contributions of individuals, organizations, and initiatives, including technological initiatives, to the development of contemporary First Nations, Métis, and Inuit media production, analysing the social and cultural influence of those contributions and the role of media literacy.

CONTEMPORARY FIRST NATIONS, MÉTIS, AND INUIT ISSUES AND PERSPECTIVES

Grade 11

B. Cultural Identity and Cultural Continuity

B2. Cultural Revitalization and Cultural Continuity: demonstrate an understanding of key issues, developments, and challenges relating to First Nations, Métis, and Inuit cultural revitalization and cultural continuity.

- B2.1 describe various ways in which First Nations, Métis, and Inuit communities are utilizing Indigenous knowledge sources to promote cultural revitalization and/or cultural continuity
- B2.3 make inferences about the role of education in cultural continuity by analysing some challenges and initiatives/developments related to First Nations, Métis, and Inuit educational autonomy and language revitalization
- B2.5 analyse the role of contemporary public institutions in supporting First Nations, Métis, and Inuit cultural revitalization and/or cultural continuity (*e.g., museums can facilitate the repatriation of sacred objects and assist in protecting and storing cultural objects*)
- B3.2 make inferences about the ways in which various forms of racism and cultural stereotyping have affected and continue to affect First Nations, Métis, and Inuit individuals and communities, drawing on political, social, and/or economic evidence to support their conclusions

WORLD VIEWS AND ASPIRATIONS OF FIRST NATIONS, MÉTIS, AND INUIT COMMUNITIES

Grade 11

B. Understanding and Respecting World Views and Cultural Diversity

B2. First Nations, Métis, and Inuit World Views: demonstrate an understanding of how language, culture, and the relationship between people and place shape and reflect First Nations, Métis, and Inuit world views, identifying key elements of the beliefs, values, and customs associated with diverse cultures.

B3. Cultural Awareness Skills and Strategies: use cultural awareness skills and strategies appropriately when exploring First Nations, Métis, and Inuit ways of knowing, world views, and contributions to society.

- B2.1 identify a variety of common elements of First Nations, Métis, and Inuit beliefs and customs
- B2.2 make and explain various connections between First Nations, Métis, and Inuit languages and world views and suggest some ways in which the changing use of these languages affects individual and community identities
- B2.4 analyse how a variety of locations that First Nations, Métis, and Inuit communities consider culturally significant reflect aspects of a world view (*e.g., the belief of Curve Lake First Nation members that spirits speak through crevices in the Kinomaage-Waapkong, or Teaching Rocks, emphasizes the connection between the natural and spirit worlds; the belief that Inuit land at Marble Island, Nunavut, is not only a traditional hunting area but also the historical site of a creation story indicates that the land has lessons to teach the people; the continued significance of Mica Bay as the site of a confrontation between Métis land defenders and non-Indigenous miners reveals the role of history in shaping Métis identity*), and make inferences about the continuing relevance of these sites in contemporary life

D. Reclamation and Reconciliation

D2. Truth, Reconciliation, and Renewal: demonstrate an understanding of how building recognition and respect for First Nations, Métis, and Inuit knowledge, world views, and aspirations contributes to truth, reconciliation, and renewed nation-to-nation relationships.

- D1.2 analyse several different strategies to integrate traditional knowledge and customs into contemporary life for First Nations, Métis, and Inuit individuals and communities to identify benefits and challenges related to these efforts (*e.g., benefits: providing some community schools and offices with the opportunity to offer cultural leave enables Indigenous youth and adults to maintain their cultural identity by participating in traditional customs*)
- D2.1 analyse a variety of cultural observances/ events in terms of their contribution to truth, reconciliation, and renewal related to First Nations, Métis, and Inuit traditional knowledge and customs (*e.g., the Back to Batoche Festival celebrates and promotes understanding of Métis culture; the Arctic Winter Games build awareness of the values of Inuit and other northern cultures by facilitating social, cultural, and economic exchange among circumpolar communities; First Nations vigils provide opportunities for cooperative organization and shared knowledge building*)

CONTEMPORARY INDIGENOUS ISSUES AND PERSPECTIVES IN A GLOBAL CONTEXT

Grade 12

B. Indigenous Peoples and Perspectives

B2. Connections to the Land: demonstrate an understanding of the significance of the land to Indigenous peoples around the world, analysing the consequences of displacement from traditional territories and the benefits of Indigenous perspectives on resource management.

B3. Indigenous Knowledge and Oral Traditions: demonstrate an understanding of the role of Indigenous knowledge, storytelling, and story work in fulfilling communal responsibilities, sustaining world views, and protecting cultural heritage.

- B2.1 analyse the impact on Indigenous peoples of physical changes to and/or displacement from traditional lands, assessing the causes of change and the results of some contemporary efforts to address the consequences
- B3.1 analyse the role of storytelling and story work in the transmission of Indigenous knowledge, values, and identity, drawing on evidence from a variety of cultures to support their conclusions
- B3.2 analyse the role of Indigenous knowledge in the protection and exercise of Indigenous community rights and responsibilities that are being challenged by global socio-economic trends (*e.g., with reference to collective security, self-determination, local community protocols, customary law, treaty law, national borders, fishing and hunting, intellectual property, access to natural resources, land development policies and actions*)

FIRST NATIONS, MÉTIS, AND INUIT GOVERNANCE IN CANADA

Grade 12

D. First Nations, Métis, and Inuit Governance in Canada

D1. Land and Self-Determination: analyse the relationship of Indigenous peoples to the land and how land-based issues are related to Indigenous rights, self-determination, sovereignty, and self-governance.

D4. The International Context: demonstrate an understanding of the commonality of issues affecting Indigenous peoples both in Canada and around the world, with particular reference to self-determination, sovereignty, self-governance, human rights, and traditional Indigenous knowledge.

- D1.1 describe perceptions of land and land use that are foundational to Indigenous peoples in Canada (*e.g., regarding the use of resources, respect for the land and the living things it supports, traditional land use among different nations, land use and identity, small-scale economies and sustainability, environmental stewardship*), and compare them to the perceptions of land that predominate in Canadian society
- D4.5 describe some ways in which peoples around the world have used traditional Indigenous knowledge to address governance issues (e.g., with reference to planning for future generations, protecting the environment, problem solving, strategic planning), and compare these approaches with those of First Nations, Métis, and/or Inuit leaders in Canada

PRINCE EDWARD ISLAND

SOCIAL STUDIES

Grade 1 – 2

Unit 1: Groups

Outcomes

1.3.3 demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time
2.4.2 describe how people's interactions with their environment have changed over time

Elaborations – Strategies for Learning and Teaching

- Have students interact with an appropriate book as a read aloud. The selected book should address the relationship between Aboriginal peoples and place. After reading the book, discuss with students the importance of Aboriginal peoples as the first people to live in our province/region/country.
- Invite students to look at illustrations of Aboriginal art/artifacts.

Grade 5

Unit 4: Decision Making

Outcomes

5.4.1 demonstrate an understanding of the diverse societies of First Nations and Inuit in what later became Canada

Grade 6

Unit 1: Introduction to Culture

Outcomes

6.1.1 demonstrate an understanding of the concept of culture and its role in their lives

Strategies for Learning and Teaching

- Have students analyse a series of photos showing different communication settings (*e.g. classroom, worship scene, Girl Guide outing, Aboriginal elder interacting with a group individual watching television*). Ask students to develop a list of ways in which culture is passed from one generation to the next.

QUEBEC - ENGLISH

GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION | KNOWLEDGE RELATED TO THE ORGANIZATION OF A SOCIETY IN ITS TERRITORY

Elementary

B. Iroquoian society around 1500

Indicates changes in the society during this period: occupation of the territory, use of European products (e.g. axe, pot, gun, alcohol), religion, European diseases

a. Names groups that played a role in the changes (e.g. fishermen, missionaries, colonists, military, coureurs de bois)

1. Location of the society in space and time

Locates on a map the territory occupied by Iroquoian society: St. Lawrence and Great Lakes lowlands

2. Elements of the society that affect the organization of the territory

2.3. Economic situation

b. Names means of transportation: canoe, snowshoes

2.4. Political situation

a. Indicates means of selecting leaders: women elders appointed chiefs

4. Influence of people on social and territorial organization

a. Names a group that played a role in selecting leaders: women elders

5. Elements of continuity with the present

a. Indicates traces left by Iroquoian society: place names, artefacts, sites

B. Iroquoian society and Algonquian society around 1500

1. Indicates differences between Iroquoian society and Algonquian society around 1500:

c. political structure (matriarchal; patriarchal)

C. Iroquoian society and Inca society around 1500

1. Indicates differences between Iroquoian society and Inca society around 1500: means of selecting chiefs and their power (chosen by women elders, limited powers; hereditary, full powers)

b. social structure (community; hierarchy)

HISTORY AND CITIZENSHIP EDUCATION (CYCLE ONE) | EUROPEAN EXPANSION IN THE WORLD

Secondary

History and Citizenship Education (Cycle One) | European expansion in the world

2. European expansion in the world and the effects of an initial form of world economy on the societies of the American continent

2.4. Native populations

a. Names Native populations living in America at the time of the first contact with the Europeans (e.g. the Incas, Aztecs, Iroquois, Algonquians)

b. Indicates resources or products imported by Europeans (e.g. gold, tobacco, fur, plants)

c. Describes the consequences of European expansion in America for Native populations (e.g. certain nations were exterminated by war and disease; the culture and way of life of Native populations were profoundly changed)

QUEBEC - FRANÇAIS

PRIMAIRE

GÉOGRAPHIE, HISTOIRE ET ÉDUCATION À LA CITOYENNETÉ

CONNAISSANCES LIÉES À L'ORGANISATION D'UNE SOCIÉTÉ SUR SON TERRITOIRE

B. La société iroquoienne vers 1500

Indiquer des changements survenus dans cette société pendant cette période: occupation du territoire, utilisation de produits européens (ex. : hache, chaudron, fusil, alcool), religion et maladies européennes

Nommer des groupes qui jouent un rôle dans les changements survenus (ex: pêcheurs, missionnaires, colons, militaires, coureurs des bois)

1. Localisation de la société dans l'espace et dans le temps
   Situer, sur une carte, le territoire occupé par la société iroquoienne: Basses- terresdu Saint-Laurent et région des Grands Lacs
2. Éléments de la société qui ont une incidence sur l'aménagement du territoire
   2.3 Réalité économique
   b. Nommer des moyens de transport : canot et raquette
   2.4. Réalité politique
   a. Indiquer le mode de sélection des dirigeants : les aînées désignent les chefs
4. Influence d'un groupe sur l'organisation sociale et territoriale
   a. Nommer un groupe qui joue un rôle dans le choix des dirigeants : les femmes aînées
5. Éléments de continuité de la société iroquoienne avec le présent
   a. Indiquer des traces laissées par la société iroquoienne : toponymes, artéfacts et sites

B. La société iroquoienne et la société algonquienne vers 1500

1. Indiquer des différences entre la société iroquoienne et la société algonquienne vers 1500:
   c. structure politique (matriarcat, patriarcat)

C. La société iroquoienne et la société inca vers 1500

1. Indiquer des différences entre la société iroquoienne et la société inca vers 1500:
   b. structure sociale (communautaire, hiérarchisée)

SECONDAIRE

HISTOIRE ET ÉDUCATION À LA CITOYENNETÉ (1 CYCLE)

L'EXPANSION EUROPÉENNE DANS LE MONDE

2. Expansion européenne dans le monde et effets d'une première économie-monde sur les sociétés d'Amérique

2.4 Populations Autochtones

a. Nommer des populations autochtones des Amériques au moment des premiers contacts avec les Européens (ex: inca, aztèque, iroquoienne et algonquienne)

b. Indiquer des ressources ou des produits importés par les Européens (ex. : or, tabac, fourrure, plantes)

c. Décrire pour les populations autochtones, des conséquences de l'expansion européenne en Amérique (ex. : certaines nations sont exterminées par les guerres et les maladies; le mode devie et la culture des populations autochtones sont profondément transformés)

SASKATCHEWAN

SOCIAL STUDIES

Kindergarten

K-12 Goal: To analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future. (DR)

DR K.1: Describe the spatial relationships among people, places, and environments.

c. Recognize that some cultural groups describe earth and sky according to traditional spiritual beliefs (e.g., Mother Earth, Creator).

Grade 1

K-12 Goal: To analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future. (DR)

DR 1.2: Describe kinship patterns of the past and present and describe according to traditional teachings (e.g., Medicine Wheel teachings).

b. Recognize the stages of life, and that some cultures associate the stages with the teachings of the Medicine Wheel (e.g., the four directions of the Medicine Wheel correspond with the stages of life: south – infancy and childhood, west – adolescence, north – adulthood, and east – old age/death).

Grade 2

K-12 Goal: To analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future. (DR)

DR 2.4: Describe the influence of Treaty and First Nations people on the local community.

a. Share stories of the heritage of the community.

b. Investigate the relationship of traditional First Nations to the land.

d. Describe the reasons for Treaty from the perspective of the First Nations and the government.

Grade 3 – 9

K-12 Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations. (IN)

IN 4.1: Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.

K-12 Goal: To analyze the dynamic relationships of people within the land, environments, events, and areas as they have affected the past, shaped the present, and influence the future. (DR)

DR 4.2: Explain the relationship of First Nations and Metis peoples with the land.

a. Investigate the traditional worldviews of First Nations peoples prior to European contact regarding land as an animate object and sustaining life force.

c. Explore how the traditional worldviews and teachings of First Nations' Elders regarding land influence the lifestyle of First Nations people today.

d. Research the history of the Métis people and their relationship with the land.

IN 6.2: Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.

b. Research ways in which cultural traditions, celebrations, art, music, literature, drama, and sport have influenced intercultural understanding.
c. Investigate the contributions of First Nations, Métis, and Inuit people in Canada and indigenous peoples in a selection of countries bordering the Atlantic Ocean to local, provincial, national and global communities in various areas such as politics, business, health, education, sport, music, literature, art, dance, and architecture.

DR 7.3: Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.
d. Assess the effects of relocations and deportations of affected groups in Canada, and in circumpolar and Pacific Rim countries (e.g., First Nations children in Canada and Australia abducted from their homes to attend residential schools).

IN 8.1: Investigate the meaning of culture and the origins of Canadian cultural diversity.
c. Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including recreational and play patterns (e.g., sports, games, traditions, celebrations).
e. Investigate why First Nations, Inuit, and Métis communities strive to preserve and revitalize their languages, and determine the consequences of the disappearance of cultures and languages.

IN 9.1: Explain what constitutes a society.
a. Relate the functions and services of institutions in the community (e.g., schools, churches, local governments, parents, Elders, traditional knowledge keepers) to the needs of the people in that community.

IN 9.4: Determine the influence of worldview on the choices, decisions, and interactions in a society.
b. Analyze the influence of worldviews upon attitudes toward territorial expansion, colonization, or empire-building in the societies studied, and assess the impact of such activities on the indigenous cultures and peoples.
c. Explain how the worldview of Canadian First Nations, including the value placed on harmony and trust, led to the signing of Treaties.

NATIVE STUDIES

Native Studies 10

The curriculum document that corresponds to the page numbers below can be found at Native Studies 10.

Unit One – Identity and Worldviews: Aboriginal Perspectives

Foundational Objectives (pp. 27-30):

- Infer the complexity of identity for people in general and for Aboriginal people in particular.
- Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self concept.
- Respect Aboriginal cultural traditions.
- Identify the major elements of Aboriginal worldviews.

- Identify and explain the ethics by which Aboriginal peoples live.
- Explore the unique ways in which Aboriginal peoples experience spirituality.

Unit Two – Community and Kinship: Aboriginal Perspectives

Foundational Objectives (pp. 31-34):

- Interpret the importance of traditional Aboriginal family life.
- Illustrate the importance of traditional Aboriginal family values today.
- Detail how Aboriginal societies cultivated a sense of belonging.
- Synthesize the impact of residential schools on Aboriginal family life.
- Respect the intellectual integrity of the oral tradition.
- Discover what Aboriginal people are doing to heal from the residential school experience.
- Analyze the ways in which Métis people preserve their cultural heritage through education.
- Analyze the importance of the clan and extended family systems to Aboriginal people.
- Analyze the importance of the concept of circularity to Aboriginal peoples.

Unit Three – Governance: Aboriginal Perspectives

Foundational Objectives (pp. 35-37):

- Respect that First Nations, Inuit and the Métis Nation have always had political structures designed to serve their needs.
- Realize the devastating effects of the Residential School system.

Unit Four – Economics: Aboriginal Perspectives

Foundational Objectives (pp. 39-42):

- State the importance of preserving Indigenous knowledge.

NATIVE STUDIES 20

The curriculum document that corresponds to the page numbers below can be found at Native Studies 20.

Introduction Unit:

Foundational Objectives (p. 136):

- Students will develop an appreciation for an Indigenous worldview and identify it as practised by Indigenous peoples.

Unit One: Self-Determination and Self-Government

Foundational Objectives (p. 146):

- Political rights of Indigenous peoples have historically been repressed by mainstream societies.
- The repression of Indigenous peoples' political rights has caused social turmoil and conflict and resulted in the near extinction and subjugation of many Indigenous cultures and societies.
- Indigenous peoples continue to struggle for empowerment through the recognition of their unique political rights.

Unit Two: Development Unit

Foundational Objectives (p. 163):

- Indigenous peoples' concept of development reflects the principles of wholeness and change. Indigenous peoples view their society and the world holistically.
- The right to self-determination and self-government is essential to Indigenous peoples' concepts of personal and communal development. Dependence upon others decreases self-determination and domination by others leads to social injustice.
- Development, that has been forced upon Indigenous peoples, denies their human and Aboriginal rights.
- Indigenous peoples and their traditional territories are threatened by the effects of foreign concepts of development which are insensitive to Indigenous beliefs and practices.

Unit 3: Social Justice

Foundational Objectives (p. 175):

- Be able to identify the common bases for injustice among diverse Indigenous peoples. recognize the commonality of human rights abuses among diverse Indigenous peoples

NATIVE STUDIES 30

The curriculum document that corresponds to the page numbers below can be found at Native Studies 30.

Unit One: Aboriginal and Treaty Rights

Foundational Objectives (p. 106):

- Understand the factors of diversity of Aboriginal nations of Canada.
- Understand the interpretation and basis for interpretation of Aboriginal and treaty rights.
- Develop an appreciation of the complex nature and uniqueness of Aboriginal societies and the rights of peoples in those societies.
- Develop an appreciation that Aboriginal peoples have influence and are continuing to influence Canadian society in many and varied ways.

Unit Two: Governance

Foundational Objectives (p. 128):

- Understand the nature of traditional leadership.
- Understand the nature of traditional governments and decision-making processes.
- Understand the impact of colonial rule on authority and sovereignty of Traditional Aboriginal governments.
- Understand the comprehensive effects of *The Indian Act*.
- Appreciate the developing nature of self-determination and self-government.

Unit Four: Economic Development

Foundational Objectives (p. 165):

- Appreciate the cultural factors which influence Aboriginal peoples' relationship with their environment.

Unit Five: Social Development

Foundational Objectives (p. 180):

- Understand that education serves as an instrument of cultural survival and is a component of self-determination for Aboriginal peoples.
- Understand that the concept of wellness reflects traditional Aboriginal approaches to health and demonstrates a possibility for all Canadians.

HISTORY

History 10 – Social Organizations

The curriculum document that corresponds to the page numbers below can be found at History 10.

Unit One: Social Organizations

The Aboriginal World View (p. 70):

- Traditional Aboriginal societies within North America were founded upon holistic and spiritually-based world view known as the "Sacred Circle".
- Indigenous cultures developed political organizations based on equality and harmony.

HISTORY 30 – CANADIAN STUDIES

The curriculum document that corresponds to the page numbers below can be found at History 30.

Unit Five: Challenges and Opportunities

Changing Realities (p. 302):

- Know that the assimilation of Aboriginal peoples remained the desired option of government.
- Know that many Aboriginal people have viewed the history of relations with the government as being a history in which the national interest always took precedence over the interests of Aboriginal peoples.
- Know that some organizations maintain that Aboriginal peoples possess certain Aboriginal rights arising from their ancestors' occupancy of the land since time immemorial.

YUKON

Note: The Yukon curriculum is an adaptation of the British Columbia curriculum with a focus on Yukon content and Yukon First Nations' ways of knowing and doing. Refer to the BC curriculum curricular outcomes for what students will be learning in the Yukon. Please read the following statement regarding the creation of localized Yukon curriculum. "During the 2017/18 school year First Nations Initiatives in collaboration with the Yukon First Nations Curriculum Working Group, Educational Consultants, Yukon First Nations, and Yukon educators worked on localizing Kindergarten to grade 9 of B.C.'s curriculum so that it is specific to Yukon. The majority of the changes provide clarity on the nature of the intended scope of the curriculum and provide additional supports to educators as they embed Yukon First Nations ways of knowing, doing and being into their programming. These may be definitions, explanations, examples or information to provide clarity when required. It is important to note that once an educator is working with the localized Yukon curriculum it's important the curriculum be further localized when they are working in a community. A first draft of the K-9 localized Yukon curriculum will be field tested during the 2020-21 school year where a group of teachers will be able to implement in their classroom programming and provide feedback." – Yukon First Nations Resources for Teachers 2020/2021

YUKON FIRST NATIONS RESOURCES FOR TEACHERS

Culturally Responsive Educational Practices for Yukon Teachers

What Yukon Educators Need to Know

- The legacy of Residential School and various forms of First Nations educational institutions have resulted in traumatic effects on multiple generations
- The "Sixties Scoop" has compounded the effects of separation of children and families
- Yukon First Nation 'ways of knowing, doing and being' are as diverse and as different as the culture and languages through which the knowledge is passed along
- Infusion of Yukon 'ways of knowing, doing and being' is vital to the process of overcoming the dominance of Eurocentric thought and belief systems within the educational system
- 'Indigenizing the curriculum' by embedding Indigenous content and perspectives into the curricula and teaching practices begins to transform the colonial construction
- Developing culturally safe learning environments benefits students and educators

Residential School Curriculum

- The department is committed to recognizing the history, experiences and impacts of residential schools across Canada and continues to develop resources to educate younger generations about this difficult and complicated chapter of our history. Since 2015 an Indian residential schools' unit has been a mandatory part of Social Studies 10 in Yukon schools.

GRADE 8/9 CROSS-CURRICULAR UNITS

#1. Plants and Connection to Place – Grade 8

Connections to Yukon First Nations Ways of Knowing and Doing

- Yukon First Nations people carry scientific knowledge learned through countless generations of experiences with the land and ecosystems. Valuable lessons have been learned and built upon over the sharing of this knowledge through stories and experiences.

- This unit is a cross-curricular approach designed to help Grade 8 students explore the theme of plants and connection to place. Students will learn about Yukon First Nations, medicinal plants, animal interactions, environmental safety, ethics, and protocols for harvesting in a YFN traditional territory.
- Integrating the core competencies throughout the unit allows students to gain a deeper understanding and appreciation of YFN traditional knowledge systems. Teachers can use this unit to integrate other subjects, to include community expertise, and to strengthen partnerships with their local First Nation. A culturally responsive assessment tool was created as part of this unit.

#2. Climate Change – Grades 8-9

Connections to Yukon First Nations Ways of Knowing and Doing

- Yukon First Nations people have always experienced, and learned to respond to, environmental change. The oral histories passed down for countless generations speak of the responses to such change, especially since the coming of Europeans. The diverse First Nations in Yukon lived closely with the land, through seasonal food gathering and careful observations of the health of the plant and animal species and weather patterns. Central to this relationship has been respect and reverence for the generosity of the land and repercussions of unsustainable harvesting practices.
- There are eight First Nations language groups in Yukon. Embedded in these languages and oral histories is the knowledge of unique technologies and systems for living successfully on the land. Since the time of contact, Yukon First Nations have experienced significant impacts on aspects of the transmission of this traditional knowledge, changes in land-based practices, changing economies, and imposed political structures.

#3. Interconnectedness – Grade 9

Connections to Yukon First Nations Ways of Knowing and Doing

- Yukon First Nations people carry scientific knowledge learned through countless generations of experiences with the land and ecosystems. Valuable lessons have been learned and built upon over the sharing of this knowledge through stories and experiences, ultimately surviving in a sustainable and respectful way.
- Yukon First Nations have survived in their unique traditional territories through their knowledge, which has enabled them to live sustainably using the resources available to them.
- Most Yukon First Nations worldviews include the idea that everything in the universe is related.

Viewing all aspects of the natural world as your relatives demands a respectful and caring approach to use the resources. From Yukon First Nations perspectives, the land is generously providing gifts to humans, and people have the responsibility of reciprocating this generosity.