

Aboriginal Culture Curriculum Committee:

Gr	Subject	First Peoples Curriculum <i>Red indicates Curricular Competencies</i>  Grade K-6	Cross-curricular Connections	Resources
K	Language	<ul style="list-style-type: none"> <li>Recognize FP stories (including oral and written narratives), songs, and art as ways to share knowledge</li> </ul>	Science- (Seasonal changes) , math, Music (drumming) (movement), P.E. & social responsibility	“When Earth Awakens” - book in the Ab Ed library (Tannis) K-12 -examples: sizes of bears, estimating (self-care eating/nutrition); more like a bear, courage
				Social responsibility(self care, health eating/nutrition)
				<a href="#">District Website- All Things Curriculum and Assessment</a> <a href="#">Staff- Aboriginal Resources and Lessons-mire books and resources</a>  <a href="#">Aboriginal Ed Center- School District Website- under Aboriginal Education-</a>
K	Social Studies	<ul style="list-style-type: none"> <li>People, places and events in the local and in First Peoples communities</li> </ul> <i>Sample topics:                      -people (e.g., band council)places, events, natural and human-built characteristics of the local physical environment</i>	LA Science	Google-native star - online story Stories and legends read and draw Sky legends- AB Ed. library - Local POW WOW
			<a href="#">PE, Language Arts, Art, Social Responsibility</a>	<a href="#">Games of the North American Indians *** This book is a very dated book- 1975- located in Ab Ed Library- full of traditional language, drawings, games</a>
			Social Responsibility,	<a href="#">Flight of the Hummingbird- online video story about a hummingbird who helps during</a>

			Language Arts, Health and Career, Science	a forest fire Grade K-6 Flight of the Hummingbird- book- Aboriginal Library
K	Math	<ul style="list-style-type: none"> <li>Repeating patterns</li> <li>- <i>noticing and identifying repeating patterns in First Peoples and local art and textiles, including beadwork and beading, and frieze work in borders</i></li> </ul>	Math- sizes of bears -estimating Comparison	An Aboriginal Alphabet K-1
		<p><b>Curricular Competency: Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</b></p> <ul style="list-style-type: none"> <li>Patterns are important in First Peoples technology, architecture, and artwork.</li> <li>Have students pose and solve problems or ask questions connected to place, stories, and cultural practices.</li> </ul> <p><b>Incorporate First Peoples worldviews and perspectives to Mathematics make connections to mathematical concepts</b></p> <ul style="list-style-type: none"> <li>Invite local First Peoples Elders and knowledge keepers to share their knowledge</li> </ul>		String of Beads: explores various styles of beads and discusses patterns
K	Science	<ul style="list-style-type: none"> <li>Local First Peoples uses of plants and animals</li> </ul> <p><i>First Peoples practice and knowledge of plant and animal use (eg, local berries or food, plants and animals, conservation of resources)</i></p>		Gifts from Mother Earth: little girl walks in her Grandma’s “garden” discovering plants in nature that are important in native culture
		<ul style="list-style-type: none"> <li>FP knowledge of seasonal changes</li> </ul>		Byron Through the Seasons/
		<ul style="list-style-type: none"> <li>FP knowledge of the sky</li> </ul> <p><b>Recognize First Peoples stories (including oral and written narratives), songs, and art as ways to</b></p>		

		share knowledge.		
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1	Language	<p><b>Show awareness of how story in First Peoples cultures connects people to family and community.</b></p> <ul style="list-style-type: none"> <li>Traditional and contemporary First Peoples stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes:</li> </ul> <p>-teaching (e.g., life lessons, community responsibilities, rites of passage)            -sharing creation stories            -recording personal, family, and community histories            -:mapping” the geography and resources of the area            -ensuring cultural continuity (e.g., knowledge of ancestors, language)            -healing            -entertainment</p>	<p><b>Social Studies            Technology            Oral communication            Writing            Media</b></p> <p><b>Math, Science, Social Studies, Writing, Oral Language, ADST</b></p> <p><b>Social Studies, Art, Drama, Science, Social Responsibility</b></p>	<p><b>Painting Pictographs- Tannis.Bourgeois- Baldonnel            Grade K- 7</b></p> <p><b>Truth and Reconciliation in Canadian Schools-            Grade 1- 12</b></p> <p><b>Coloring it Forward- Discover Northern Dene Nation Art and Wisdom- Stories and Coloring- Diana Frost</b></p>
1	Social Studies	<ul style="list-style-type: none"> <li>Key events and developments in the local community, and in local First Peoples communities</li> </ul> <p><i>-What is the most significant event in your local community’s history?</i>  <i>-How is your community different now from what it was like before settlers arrived?</i></p>	<p>Peace River Bridge            WAC Bennett Dam</p> <p>Alaska highway</p>	<p><b>Native Nations 8 Book Set-Niki Walker            (Life in an Anishinabe Camp)- Grade 1-4)</b></p> <p><b>Native Nations 8 Book Set-Niki Walker            (Life in an Anishinabe Camp)-</b></p>

		<ul style="list-style-type: none"> <li>•</li> </ul>	Social Responsibility, Language Arts, Art	Little Bear's Vision Quest- Diane Silvey Grade 1- 4
1	Math	<ul style="list-style-type: none"> <li>• Repeating patterns</li> <li>- <i>beading using 3–5 colours</i></li> </ul> <p><b>Incorporate First Peoples worldviews and perspectives to Mathematics make connections to mathematical concepts</b></p>	Art Social studies Oral Language	-making aboriginal headband patterns- online Grade 1- 6 - Make bead wristlets, in patterns
		<p><b>Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</b></p> <ul style="list-style-type: none"> <li>• How ovoid has different look to represent different animal parts</li> <li>• Invite local First Peoples Elders and knowledge keepers to share their knowledge.</li> </ul>		
1	Science	<ul style="list-style-type: none"> <li>• Local First Peoples knowledge of the local landscape, plants and animals</li> </ul>		
		<ul style="list-style-type: none"> <li>• Local First Peoples understanding and use of seasonal rounds</li> </ul> <p><i>Refers to a pattern of movement from one resource-gathering area to another in a cycle that is followed each year</i></p>		
		<ul style="list-style-type: none"> <li>• Shared First Peoples knowledge of the sky</li> </ul> <p><b>Curricular Competency: Recognize First Peoples stories (including oral and written narratives), songs, and art as ways to share knowledge.</b></p>		

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2	Language Arts	<p><b>Show awareness of how story in First Peoples cultures connects people to family and community</b></p> <ul style="list-style-type: none"> <li>-teaching (e.g., life lessons, community responsibilities, rites of passage)</li> <li>-sharing creation stories</li> <li>-recording personal , family, and community histories</li> <li>-:mapping” the geography and resources of the area</li> <li>-ensuring cultural continuity (e.g., knowledge of ancestors, language)</li> <li>-healing</li> <li>- entertainment</li> </ul>	<ul style="list-style-type: none"> <li>- Social Studies</li> <li>- Technology</li> <li>- Art</li> </ul>	<p><b>Pictographs- creating stories from aboriginal pictographs</b></p>
2	Social Studies	<ul style="list-style-type: none"> <li>• Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</li> </ul> <p><i>-key cultural aspects (eg., language, traditions, arts, food)</i></p> <p><i>-cultural diversity within your community</i></p> <p><i>-what does community mean to you?</i></p>	<p>Language Arts Technology</p> <p>Language Arts Communication Drama Music</p>	<p>Grades 2-6: Informational Metis Kit cards</p> <p>Dane-Zaa Stories and Songs:  <a href="http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/danewajich/english/index.html">http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/danewajich/english/index.html</a></p>
2	Math	<p><b>Engage in problem-solving experiences that are connected to place, story, cultural</b></p>		<p><a href="#">Return to the Drum- Dene Traditional Teaching- under research</a></p>

		<p><b>practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</b></p> <p>-Have students pose and solve problems or ask questions connected to place, stories, and cultural practices.</p> <p>-Elder communication to explain harvest traditions and sharing practices</p> <p>-Invite local First Peoples Elders and knowledge keepers to share their knowledge.</p>		
		<p><b>Incorporate First PEoples worldviews and perspectives to make connections to mathematical concepts</b></p> <p>-Teaching Mathematics in a First Nations Context, (FNESC <a href="http://www.fnesc.ca/k-7/">http://www.fnesc.ca/k-7/</a>)</p>		
2	Science	<ul style="list-style-type: none"> <li>• First Peoples use of their knowledge of life cycles</li> </ul> <p><i>-stewardship: sustainably gathering plants and hunting/fishing in response to seasons and animal migration patterns</i></p>		<p>Byron through the Seasons</p> <p>When the Earth Awakens</p> <p>Math chart --how big, see Tannis resource</p>
		<p><b>Recognize First Peoples stories (including oral and written narratives), songs, and art as ways to share knowledge</b></p>		<p><b>Constellation Map: students make pics; teacher and class brainstorm legend, northern lights; You Tube: The Legend of the Northern Lights; Sky Sisters</b></p>
		<p><b>Identify First Peoples perspectives and knowledge as sources of information</b></p>		

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3	Language	<p><b>Show awareness of how story in First Peoples cultures connects people to family and community</b></p> <ul style="list-style-type: none"> <li>-teaching (e.g., life lessons, community responsibilities, rites of passage)</li> <li>-sharing creation stories</li> <li>-recording personal , family, and community histories</li> <li>-:mapping” the geography and resources of the area</li> <li>-ensuring cultural continuity (e.g., knowledge of ancestors, language)</li> <li>-healing</li> <li>- entertainment</li> </ul> <p><a href="http://www.fnesc.ca/wp/wp-content/uploads/2015/06/PUB-LFP-K-3-In-our-Own-Words-for-Web.pdf">http://www.fnesc.ca/wp/wp-content/uploads/2015/06/PUB-LFP-K-3-In-our-Own-Words-for-Web.pdf</a></p> <p>Book resources:  <a href="https://www.strongnations.com/store/item_list.php?it=&amp;cat=3064">https://www.strongnations.com/store/item_list.php?it=&amp;cat=3064</a></p>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Social Studies</li> <li>• Art</li> <li>• Drama</li> <li>• Social Responsibility</li> <li>• Science</li> <li>• Local</li> </ul> <p>LA,SS,DRama,Art</p> <ul style="list-style-type: none"> <li>• Social responsibility</li> </ul> <ul style="list-style-type: none"> <li>• Science/SS</li> </ul>	<p><b>Seven Sacred Teachings (Primary) located in some schools- David Bouchard</b>  -school district library</p> <p><b>Hiawatha and the Peace Makers</b>  -smart reading  -role play  -draw  -make canoes  -canadian content</p> <p><b>-Diane Barclay K-12: artifacts, foods, herbs, role play</b></p>
		<p><b>Develop awareness of how story in First Peoples cultures connects people to land</b></p> <ul style="list-style-type: none"> <li>-First Peoples stories were created to explain the landscape, the seasons, and local events.</li> </ul>		<p><b>ERAC-Aboriginal</b></p>
		<p><b>Explore and appreciate aspects of First Peoples oral traditions</b></p> <ul style="list-style-type: none"> <li>-Among First Peoples, oral tradition may consist of told stories, songs, and other types of distilled wisdom or information, often complemented by dance or various forms of visual representation, such as carvings or masks</li> <li>-In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth</li> </ul>		

		-The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.		
3	Social Studies	<ul style="list-style-type: none"> <li>Cultural characteristics and ways of life of local First Peoples and global indigenous peoples</li> </ul> <p><i>-potential First Peoples and global indigenous people for study could include:</i></p> <ol style="list-style-type: none"> <li>Local BC First Peoples</li> <li>Canadian and other North American indigenous people</li> <li>Local indigenous peoples of South America</li> <li>Ethnic Chinese and Koreans</li> <li>Ethnic European groups (Germanic, Slavic, Latin, Celtic)</li> </ol> <p><i>-worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings</i></p>	<p>Math</p> <ul style="list-style-type: none"> <li>- calendar</li> <li>-symmetry</li> <li>-counting (13 areas)</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>-Earth on Turtle's Back</li> </ul>	<p>Turtles Teachings w/ turtle back</p> <p>You Tube- Turtle</p> <p>BCTF: Aboriginal resources, page 5; FNEESC, FNSA K-9 resource annotations</p>
		<ul style="list-style-type: none"> <li>Oral history, traditional stories, and artifacts as evidence about past first Peoples cultures</li> </ul> <p><i>-Sample topics: tools, petroglyphs, oral stories, sacred or significant places and landforms, weapons</i></p> <p><i>-the interconnection between living and non-living things in the local environment; our shared responsibility to care for the local environment (i.e., stewardship); information shared from local First Peoples community and Elders</i></p>		
3	Math	<b>Engage in problem-solving experiences that are connected to place story, cultural practices, and perspectives relevant to local First Peoples communities, the local</b>		

		<p><b>community, and other cultures</b></p> <p>-Have students pose and solve problems or ask questions connected to place, stories, and cultural practices.</p>		
		<p><b>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</b></p> <p>-invite local First Peoples Elders and knowledge keepers to share their knowledge.</p> <p><a href="http://www.fnesc.ca/k-7/">http://www.fnesc.ca/k-7/</a></p> <p><a href="http://mathcatcher.irmacs.sfu.ca/stories">http://mathcatcher.irmacs.sfu.ca/stories</a></p>		
3	Science	<ul style="list-style-type: none"> <li>• The knowledge of local First Peoples of ecosystems</li> </ul>		
		<ul style="list-style-type: none"> <li>• Local First Peoples knowledge of local landforms</li> </ul>		
		<ul style="list-style-type: none"> <li>• Early contact, trade, cooperation, and conflict between First Peoples and European people</li> </ul>		

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4	Language	<p><b>Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts</b></p> <p>-Among First Peoples, oral tradition may consist of</p>	<p><b>-Language Arts</b></p> <p><b>-social responsibility</b></p> <p><b>-Drama</b></p>	<p><b>Dianne's reader's theatre (intermediate)</b></p> <p><b>-The Elders are Watering - Vickers(respect/poetry)</b></p> <p><b>The Secret of Your name (David Bouchard) Metis</b></p> <p><b>Beverly Lambert</b></p>

		<p>told stories, songs, and other types of distilled wisdom or information, often complemented by dance or various forms of visual representation, such as carvings, or masks.</p> <p>- In addition to expression spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).</p> <p>-The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</p>		<p><b>Fatty Legs by Margaret Pokiak-Fenton (grades 3-8) This explores respecting diversity in culture, stereotyping, compassion and includes literary devices such as extended metaphors with characters such as “The Raven” and “The Swan. This can be used as a whole class novel study or in a literature circle. Native Poetry in Canada, edited by Jeannette C. Armstrong and Lally Grauer Could be used for grades 3-12 in teaching poetry</b></p>
		<p><b>Identify Show story in First Peoples cultures connects people to land</b></p> <p>-First Peoples stories were created to explain the landscape, the seasons, and local events.</p>		<p><b>Giving Thanks</b></p>
4	Social Studies	<ul style="list-style-type: none"> <li>• Early contact, trade, cooperation, and conflict between First Peoples and European peoples</li> </ul> <p><i>-provision of muskets to First Peoples by Europeans</i></p> <p><i>-Spread of horses to the Prairies</i></p> <p><i>-Marriages between First Peoples and Europeans</i></p> <p><i>-Colonial wars and alliances between Europeans and First Peoples</i></p>	<p>Dance/Drama</p> <p>LA/Social Resp.</p>	<p>Les Bouchérons : Spoon making, drama role play</p> <p>Diane Barclay role play</p> <p>Fatty Legs-ties in with residential schools, conflict, the impact of colonialism, and culture</p> <p>The First Nations of British Columbia by Robert J. Muckle - could be used for grades 4,5, and up. Covers the fur trade, contact, lifestyle, residential schools, and culture</p>
		<ul style="list-style-type: none"> <li>• Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities</li> </ul> <p><i>-sample topics: disease, European and American settlement and migration, increases in raids causing decreases in population, relocation/resettlement of First Peoples</i></p>		
		<ul style="list-style-type: none"> <li>• The impact of colonization on First Peoples</li> </ul>		

		<p>societies in British Columbia and Canada</p> <p><i>-Sample topics: disease and demographics, trade, more complex political systems, loss of territory, impact on language and culture, key events and issues regarding First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, potlatch ban, reserve system, residential schools, treaties</i></p> <ul style="list-style-type: none"> <li>• The history of the local community and of local First peoples communities</li> </ul> <p><i>Sample topics: local archives and museums</i></p>		
4	Math	<p><b>Engage in problem-solving experiences that are connected to place story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</b></p> <p>-Have students pose and solve problems or ask questions connected to place, stories, and cultural practices.</p> <p>-Invite local First Peoples Elders and knowledge keepers to share their knowledge.</p>		
		<p><b>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</b></p> <p><a href="http://mathcatcher.irmacs.sfu.ca/stories">http://mathcatcher.irmacs.sfu.ca/stories</a></p>		
4	Science	<ul style="list-style-type: none"> <li>• The effects of the relative positions of the sun, moon, and Earth including local First Peoples perspectives</li> </ul> <p><i>Sample topics: phases of the moon, tides, etc.</i></p> <ul style="list-style-type: none"> <li>- <i>Tides affect living organisms</i></li> <li>- <i>-lunar and solar eclipses</i></li> <li>-</li> </ul>		<p><u>A Model Unit for Grade 4: Voices and Visions of the North Canada's North, Light, Sound</u> by Jennifer Katz</p> <p>Cross-curricular connections and UDL formal</p>

		<b>Identify First Peoples perspectives and knowledge as sources of information</b>		Plant Technology of First Peoples in British Columbia by Nancy J. Turner shows aboriginal traditional ecological knowledge and technology Grades 4-12
		<b>Engage in problem -solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</b> -in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration - First Peoples people value, recognize and utilize balance and symmetry within art and structural design; have students pose and solve problems or ask questions connected to place, stories, and cultural practices.		

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5	Language	<b>Identify how story in First Peoples cultures connects people to land</b> -First Peoples stories were created to explain the landscape, the seasons, and local events		
5	Social Studies	<ul style="list-style-type: none"> <li>Levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding</li> </ul>		<a href="https://k12.bcerac.ca/resource/?q=Righting-Canadas-Wrongs-Residential-School&amp;ResourceTitleID=6433">https://k12.bcerac.ca/resource/?q=Righting-Canadas-Wrongs-Residential-School&amp;ResourceTitleID=6433</a> (Righting Canada's Wrong)

		<p><i>Sample topics: - elected and appointed provincial and federal government leaders eg. local First Nations leaders)</i></p>		<p><a href="https://k12.bcerac.ca/resource/?q=Indian-Residential-Schools-and-Reconciliation-Teacher-Resource-Guide-Grade-5&amp;ResourceTitleID=6270">https://k12.bcerac.ca/resource/?q=Indian-Residential-Schools-and-Reconciliation-Teacher-Resource-Guide-Grade-5&amp;ResourceTitleID=6270</a> (Indian Residential Schools and Reconciliation Teacher Resource Guide)</p>
		<ul style="list-style-type: none"> <li>• First Peoples land ownership and use</li> </ul> <p><i>Sample topics: treaties, burial grounds, housing, hunting and fishing, land claims disputes</i></p>		
5	Math	<p><b>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</b></p>		
5	Science	<ul style="list-style-type: none"> <li>• First Peoples concepts of interconnectedness in the environment</li> </ul> <p><i>Everything in the environment is one/connected (eg, sun, sky, plants and animals) and we have a responsibility to care for them.</i></p>		<p><u>Science First Peoples: Teacher Guide Resource Grades 5-9</u> by FNEESC &amp; FNSA  <u>A Model Unit for Grade 5: Aboriginal Innovations First Peoples, Simple Machines</u>  by Jennifer Katz  Cross-curricular connections as well as UDL format</p>
		<p><b>Identify First Peoples perspectives and knowledge as sources of information</b></p>		

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6	Language	<p><b>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</b></p> <p>-Narrative texts, whether real or imagined, that each us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. The may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.m the means by which culture is transmitted over generations other than through written records.</p> <p>- Among First Peoples, oral tradition may consists of told stories, songs, and other types of distilled wisdom oro information, often complemented by dance or various forms of visual representation, such as carvings or masks.</p> <p>-In addition to expressing spiritual and emotional truth</p>		
6	Social Studies			
6	Math	<p><b>Engage in problem-solving experiences that are</b></p>		

		<p><b>connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures.</b></p> <ul style="list-style-type: none"> <li>- In daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration</li> <li>- -Patterns are important in First Peoples technology, architecture, and art,</li> <li>- - Have students pose and solve problems or ask questions connected to place, stories, and cultural practices.</li> </ul>		
		<p><b>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</b></p>		
6	Science	<ul style="list-style-type: none"> <li>● Local First Peoples knowledge of separation and extraction methods</li> </ul> <p><i>Historical and current First Peoples use of separation and extraction methods (eg, eulachon oil, extraction of medicines from plants, pigments, etc.)</i></p>		
		<p><b>Identify First Peoples perspectives and knowledge as sources of information</b></p>		

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7	Language	Recognize and appreciate the role of <b>story</b> , narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view		<ul style="list-style-type: none"> <li>• Flying Ghost - Shirlee Smith Matheson</li> <li>• Fatty Legs - Christy Jordan-Fenton &amp; Margaret Pokiak-Fenton</li> </ul>
		Recognize the <b>validity of First Peoples oral tradition</b> for a range of purposes		
		3 Use and experiment with <b>oral storytelling processes</b>		
7	Social Studies	1		
		2		
		3		
7	Math	1 <b>engage in problem solving experiences that are connected to place, story, cultural practises, and perspectives relevant to local First Peoples communities, the local community, and other cultures</b>	<ul style="list-style-type: none"> <li>• SS</li> <li>• PE - Hand Games</li> </ul>	<ul style="list-style-type: none"> <li>• Graphing (circle) <ul style="list-style-type: none"> <li>◦ Ex. weather patterns, birds - spring,</li> </ul> </li> <li>• Experimental probability with two independent events <ul style="list-style-type: none"> <li>◦ Hand Games</li> </ul> </li> <li>• Word problems - project based problem solving <ul style="list-style-type: none"> <li>◦ <a href="http://mathcatcher.irmacs.sfu.ca/content/small-number">http://mathcatcher.irmacs.sfu.ca/content/small-number</a> - Small Numbers stories/videos,</li> </ul> </li> <li>• <b>Achieving Indigenous Student Success: A Guide for Secondary Classrooms</b> <ul style="list-style-type: none"> <li>◦ <b>Lesson Plans: with adaptations</b></li> </ul> </li> <li>• Teaching to Diversity: A Model unit for gr. 7: Aboriginal Innovations - Diversity and Interdependence: Ways of Life in Asia, Africa, and Australasia, Global Quality of Life; Particle Theory of Matter</li> </ul>

		2 Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts.		<a href="http://aboriginalperspectives.uregina.ca/workshops/workshop2011/">http://aboriginalperspectives.uregina.ca/workshops/workshop2011/</a> <ul style="list-style-type: none"> <li>● Graphing</li> <li>● Developing expression</li> <li>● Integers</li> <li>● Shapes and Space (Angles &amp; Polygons)</li> <li>● Statistics / Probability</li> </ul>
		3		
7	Science	1 Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information (Process and Analyzing Data)		<a href="http://www.ankn.uaf.edu/publications/handbook/handbook.pdf">http://www.ankn.uaf.edu/publications/handbook/handbook.pdf</a> (culturally responsive science curriculum) -->Pg 22 Gr 6 Snowshoe lesson brief -->Pg 45 Assessment Rubric  <a href="http://www.fnesc.ca/science-first-peoples/">http://www.fnesc.ca/science-first-peoples/</a> Science teacher resource grades 5-9  <a href="http://acip.sd79.bc.ca/category/science/">http://acip.sd79.bc.ca/category/science/</a> (grades 7 & 8 aboriginal & science) → Organisms/food webs/Salmon farms → Hwy/Traffic Impacts → Analysing Nutrition → Rivers & Oil extraction → Personal Energy Consumption
		2 Consider social, ethical, and environmental implications of the findings from their own and others' investigations (Evaluating)		<a href="https://www.sacredrelationship.ca/videos/">https://www.sacredrelationship.ca/videos/</a> (Aboriginal connection to water --series of video clips) → Free but you need to make an account → 2 Sciences Differences & similarities bt/w FN & Western Sciences → Sacred nature of water → Eco Despair → Wetland ecology Vids → Water spirit spirituality & survival bond
		3 Demonstrate an awareness of assumptions and bias in their own work and secondary sources (Evaluating)		
		Contribute to care for self, others, community, and world through personal or collaborative approaches (applying and innovating)		

		Express and reflect on a variety of experiences and perspectives of <b>place</b> (Applying and innovating)		
		First Peoples knowledge of changes in biodiversity over time (Content)		
		evidence of <b>climate change over geological time and the recent impacts of humans:</b> <ul style="list-style-type: none"> <li>• physical records</li> <li>• local First Peoples knowledge of climate change</li> </ul> (Content)		

Gr	Subject	First Peoples Curriculum	Cross Curricular Connections	Resources
8	Language	1. Recognize and appreciate the role of <b>story</b> , narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view		<ul style="list-style-type: none"> <li>• Willow and Twig - Jean Little</li> </ul>
		2 Develop an awareness of the <b>protocols</b> and ownership associated with First Peoples <b>texts</b>		
		3		
8	Social Studies	1		<ul style="list-style-type: none"> <li>• Moon Cycles</li> </ul>

		2		
		3		
8	Math	1 engage in problem solving experiences that are connected to place, story, cultural practises, and perspectives relevant to local First Peoples communities, the local community, and other cultures		<p>Content:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• FNESC - Math First People Gr. 8/9 <ul style="list-style-type: none"> <li>○ Unit 1 - Cooking with Fractions</li> <li>○ Unit 2 - Mapping and Transportation</li> <li>○ Unit 3 - Bentwood Boxes</li> <li>○ Unit 4 - Games of Chance</li> <li>○ Unit 8 - Water Keepers <ul style="list-style-type: none"> <li>■ Project-based units</li> </ul> </li> </ul> </li> <li>• Achieving Indigenous Student Success: A Guide for Secondary Classrooms <ul style="list-style-type: none"> <li>○ Lesson Plans: with adaptations</li> </ul> </li> <li>• Teaching to Diversity: A Model unit for gr. 8: Aboriginal Innovations: The Eye of Egypt: Early Societies: Ancient Egypt, Optics</li> </ul>
		2 Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts.		<p><a href="http://aboriginalperspectives.uregina.ca/workshops/workshop2011/">http://aboriginalperspectives.uregina.ca/workshops/workshop2011/</a></p> <ul style="list-style-type: none"> <li>• Graphing</li> <li>• Developing expression</li> <li>• Integers</li> <li>• Shapes and Space (Angles &amp; Polygons)</li> <li>• Statistics / Probability</li> </ul>
		3		
8	Science	1. Characteristics of Life: Living things respire, grow, take in nutrients, produce waste, respond to stimuli, and reproduce; there is debate as to whether or not to classify viruses as living things. <b>(Content)</b>		<a href="https://abedsupport.bcerac.ca/sample-integrated-units/air/">https://abedsupport.bcerac.ca/sample-integrated-units/air/</a> (ERAC lesson about air -grade 8 Science/Art)
		2. Major geological events of local significance. <b>(Content)</b>	Assess the significance of people, places, events, or developments at particular times and	

			places (significance - Socials 8)	
		3. First Peoples knowledge of: - local geological formations - significant local geological events ( <b>Content</b> )		
		4. Express and reflect on a variety of experiences and perspectives of place. ( <b>Communication</b> )	Assess the significance of people, places, events, or developments at particular times and places (significance - Socials 8)	
		5. Consider social, ethical, and environmental implications of the findings from their own and others' investigations ( <b>Evaluating - FN ethics on local issues</b> )	Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence - Socials 8)	Grade 7 Metis Cross-Curricular Teacher Guide <ul style="list-style-type: none"> <li>• Has Environmental ties to ecosystem project</li> <li>• With rubrics, and resources attached</li> </ul>
		6. Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information ( <b>Process &amp; Analysing Data</b> )	Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective - Socials 8)	ERAC - Access through Digmores on PRN.bc.ca <ul style="list-style-type: none"> <li>• Air - Grade 8 Cross-curricular unit on Light and Optics</li> </ul>
		7. Experience and interpret the local environment. ( <b>Process &amp; Analysing Data</b> )		
		8. Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified. ( <b>Planning &amp; Conducting - FN Field study of local</b>		

		flora or fauna, plant survey?)		
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Gr	Subject	First Peoples Curriculum	Cross Curricular Connections	Resources
9	Language	1		<ul style="list-style-type: none"> <li>• Touching Spirit Bear - Ben Mikaelson</li> <li>• Ghost.. - Ben Mikaelson</li> <li>• <u>Achieving Indigenous Student Success: A Guide for Secondary Classrooms</u> by Pamela Rose Toulouse <ul style="list-style-type: none"> <li>○ Lessons in all strands with suggested adaptations for grades 9 through 11</li> </ul> </li> </ul>
		2		
		3		
9	Social Studies	1		<ul style="list-style-type: none"> <li>• <u>Achieving Indigenous Student Success: A Guide for Secondary Classrooms</u> by Pamela Rose Toulouse <ul style="list-style-type: none"> <li>○ Lessons in all strands with suggested adaptations for grades 9 through 11</li> </ul> </li> </ul>
		2		
		3		
9	Math	1 engage in problem solving experiences that are connected to place, story, cultural practises, and perspectives relevant to local First Peoples communities, the local community, and other cultures		<ul style="list-style-type: none"> <li>• FNESC - Math First People Gr. 8/9 <ul style="list-style-type: none"> <li>○ Unit 5 - Hunting</li> <li>○ Unit 6 - Circle Dwellings</li> <li>○ Unit 7 - Button Blankets</li> <li>○ Unit 8 - Statistics and Salmon</li> <li>○ Unit 9 - Water Keepers <ul style="list-style-type: none"> <li>■ Project-based units (3ish students)</li> </ul> </li> </ul> </li> <li>• <u>Achieving Indigenous Student Success: A Guide for Secondary Classrooms</u></li> </ul>

				<ul style="list-style-type: none"> <li>○ Lesson Plans: with adaptations</li> <li>● A Model Unit for Gr. 9 Aboriginal Innovations: Canada, the World, the Universe?: Diversity and Pluralist in Canada/Democracy and Governance in Canada, Reproduction/Exploring the Universe</li> <li>●</li> </ul>
		2 Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts.		<p>Teaching to Diversity: A Model Unit for Grade 9 Life: Canada, The World, the Universe? Diversity and Pluralism in Canada/Democracy and Governance in Canada, Reproduction/Exploring the Universe by Jennifer Katz → Math in Activity Cards in MI Work Centres</p> <p><a href="http://aboriginalperspectives.uregina.ca/workshops/workshop2011/">http://aboriginalperspectives.uregina.ca/workshops/workshop2011/</a></p> <ul style="list-style-type: none"> <li>● Graphing</li> <li>● Developing expression</li> <li>● Integers</li> <li>● Shapes and Space (Angles &amp; Polygons)</li> <li>● Statistics / Probability</li> </ul>
		3		
9	Science	1 Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information ( <b>Processing and analyzing data and information</b> )		<p><u>Bridging Culture</u> by Glen Aikenhead &amp; Herman Michell</p> <ul style="list-style-type: none"> <li>● <u>Achieving Indigenous Student Success: A Guide for Secondary Classrooms</u> by Pamela Rose Toulouse <ul style="list-style-type: none"> <li>○ Lessons in all strands with suggested adaptations for grades 9 through 11</li> </ul> </li> </ul>
		2 A systems approach to sustainability sees all matter and energy as interconnected and existing in dynamic equilibrium (e.g., carbon as a key factor in climate change, greenhouse effect, water cycle, etc.) ( <b>Content- Ties to matter</b> )		<p>Teaching to Diversity: A Model Unit for Grade 9 Life: Canada, The World, the Universe? Diversity and Pluralism in Canada/Democracy and Governance in Canada, Reproduction/Exploring the Universe by Jennifer Katz → Math in Activity Cards in MI Work Centres</p>
		3 Express and reflect on a variety of experiences, perspectives, and worldviews through place ( <b>Communicating</b> )	Assess the significance of people, places, events, or developments, and compare varying	

			perspectives on their historical significance at particular times and places, and from group to group ( <b>Significance - Social Studies 9</b> )	
		<p>4. e.g., water, nitrogen, carbon, phosphorous, etc.</p> <ul style="list-style-type: none"> <li>• human impacts on sources and sinks (e.g., climate change, deforestation, agriculture, etc.)</li> <li>• bioaccumulation and biomagnification (<b>Content- ties with First People perspectives on how energy flows through the environment</b>)</li> </ul>		
		<p>5. Communicate scientific ideas, claims, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations (<b>Communicating</b>)</p>	<p>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (<b>Perspective - Socials 9</b>)</p>	
		<p>6. solar radiation provides the energy required for most life on Earth, and is the root cause of wind and ocean currents, which distribute energy and nutrients around the planet, as well as the energy sources for the water cycle (<b>Content- ties with First Peoples knowledge of Northern Lights</b>)</p>		
		<p>7. Contribute to finding solutions to problems at a local and/or global level through inquiry (<b>Applying and Innovating</b>)</p>	<p>Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to</p>	

			<p>remember and respond (ethical judgment - Socials 9)</p> <p>Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment - Socials 9)</p>	
		8. Generate and introduce new or refined ideas when problem solving (Applying and Innovating)		<p>Teaching to Diversity: A Model Unit for Grade 9 Life: Canada, The World, the Universe?</p> <p>Diversity and Pluralism in Canada/Democracy and Governance in Canada, Reproduction/Exploring the Universe by Jennifer Katz</p> <p>→ Math in Activity Cards in MI Work Centres</p>
		9. Transfer and apply learning to new situations (Applying and Innovating)		
		10. Contribute to care for self, others, community, and world through individual or collaborative approaches (Applying and Innovating)		
		11. Describe specific ways to improve their investigation methods and the quality of the data (Evaluating)		
		12. Consider the changes in knowledge over time as tools and technologies have developed (Evaluating)		
Gr 10	Composition 10	Curricular Competencies	Cross-curricular connections	Resources
		<ul style="list-style-type: none"> <li>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view</li> <li>Recognize and appreciate the diversity within and across First Peoples' societies as represented in texts</li> </ul>		<p><u>Strength and Struggle: Perspectives from First Nations, Inuit, and Metis Peoples in Canada</u> by Rocky Landon, Niki Walker, Judy Robinson-teacher resource and anthologies are at NPSS</p> <ul style="list-style-type: none"> <li><u>Achieving Indigenous Student Success: A Guide for Secondary Classrooms</u> by Pamela Rose Toulouse <ul style="list-style-type: none"> <li>Lessons in all strands with suggested adaptations for Gr. 9-11</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>Explore how language constructs personal and cultural identities</li> </ul>		
Gr 10	Creative Writing 10	Curricular Competencies	Cross-curricular connections	Resources
		<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view</p> <ul style="list-style-type: none"> <li>Recognize the diversity within and across First Peoples' societies as represented in texts</li> </ul>		
Gr 10	Literary Studies	Curricular Competencies	Cross Curricular Connections	Resources
		<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view</p> <ul style="list-style-type: none"> <li>Recognize and appreciate the diversity within and across First Peoples' societies as represented in texts</li> <li>Recognize and appreciate the influence of land/place in First Peoples' and other Canadian texts</li> </ul> <p>Recognize personal, social, and cultural contexts, as well as values and perspectives in texts</p> <ul style="list-style-type: none"> <li>Explore how language constructs personal and cultural identities</li> </ul>		
Gr 10	New Media 10	Curricular Competencies	Cross Curricular Connections	Resources
		<p>Explore the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view</p> <ul style="list-style-type: none"> <li>Explore diversity among First Peoples' cultures, as represented in new media</li> </ul>		

		and other texts		
Gr 10	Spoken Language 10	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view</p> <ul style="list-style-type: none"> <li>• Recognize and appreciate the diversity among First Peoples' cultures, as represented in oral and other texts</li> </ul>		<p>Dane-za: Stories and Songs Virtual Museum link:  <a href="http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/danewajich/english/stories/index.php">http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/danewajich/english/stories/index.php</a>  Teacher Guides from Virtual Museum:  <a href="http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/danewajich/downloads/teachersguides/Danezaa_Education_Resource_English.pdf">http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/danewajich/downloads/teachersguides/Danezaa_Education_Resource_English.pdf</a>  **Please note that this is a K-12 resource, but does contain high school materials**</p>
Gr 10	English First Peoples 10 Writing			
Gr 10	English First Peoples Literary Studies			
Gr 10	EFP 10 New Media			
Gr 10	EFP 10 Spoken Language			
Gr 10	SS 10	<p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <ul style="list-style-type: none"> <li>• Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)</li> <li>• Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</li> <li>• Compare and contrast continuities and changes for different groups during this period (continuity and change)</li> <li>• Assess how prevailing conditions and the actions of individuals or groups influence events, decisions, or developments (cause and consequence)</li> </ul>		



