



North Vancouver Online Learning

Course Plan: SS12 - Contemporary Indigenous Studies

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COURSE DESCRIPTION:

SS12 - Contemporary Indigenous Studies provides students with an opportunity to learn about the varied identities and worldviews of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land. Students develop their understanding of the effects of colonialism, injustices, self-determination and reconciliation.

For the complete Ministry curriculum document for SS12 - Contemporary Indigenous Studies please go to <https://curriculum.gov.bc.ca/curriculum/social-studies/12/contemporary-indigenous-studies>

BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

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.

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must read all the information and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Brightspace message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

LEARNING STANDARDS: Curricular Competencies

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; listen to the oral tradition of Elders and other local knowledge holders; gather, interpret, and analyze ideas; and communicate findings and decisions
- Use indigenous principles of learning (holistic, experiential, reflective, and relational) to better understand connectedness and the reciprocal relationship of First Peoples to the land

- Assess and compare the significance of the interconnections between people, places, events, and developments at a particular time and place, and determine what they reveal about issues in the past and present (significance)
- Using appropriate protocols, ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, indigenous knowledge, memory, history, and story (evidence)
- Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change)
- Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment)

Substantive Student Course Activities will cover the following Learning Outcomes (Curricular Competencies)

- Use indigenous principles of learning (holistic, experiential, reflective, and relational) to better understand connectedness and the reciprocal relationship of First Peoples to the land
- Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)

These are 2 of the 7 learning outcomes in the course curriculum, which comprises 29% of the course Learning Outcomes/Activities. (2/7= 29%)

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- 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
- community development, partnerships, and control of economic opportunities
- 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

UNIT OVERVIEWS AND LEARNING ACTIVITIES:

Unit 1 – Land, Language and Identity: Exploring Cultural Differences and the Role of Identity

Students will be learning about how the connection with place, with the land, is foundational to Indigenous perspectives. Each Indigenous group holds unique worldviews, knowledge, and stories according to its environment and territories. The concept of Place goes far beyond the physical space. It includes a crucial Sense of Place – the memories, emotions, histories, and spiritualities that bind the people to the land.

Big Idea: The identities, worldviews, and languages of indigenous peoples are renewed, sustained, and transformed through their connection to the land.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning involves generational roles and responsibilities and learning is embedded in memory, history and story

Unit 2 – Reclamation of Indigeneity – Recognizing the role of Indigenous Knowledge

Students will examine the **responses to inequities in the relationships of indigenous peoples with governments in Canada and around the world.**

Big Idea: Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).

Unit 3 – Self Determination and Advocacy – Exploring Indigenous control over Indigenous Land, Education and People

Students will examine **resilience and survival of indigenous peoples in the face of colonialism as well as community development, partnerships, and control of economic opportunities.**

Big Idea: Scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for **places of employment**

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning involves generational roles and responsibilities and learning is embedded in memory, history and story.

Unit 4 – Reconciliation and Healing – Recognizing the Consequences of One's Actions

Students will develop an understanding of **restoring balance through truth, healing, and reconciliation in Canada and around the world**

Big Idea: Reconciliation requires all colonial societies to work together to foster healing and address injustices.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).

Unit 5 – Focus on BC

Students will develop an understanding of Indigenous issues in British Columbia. BC is largely un-ceded territory with a long history of colonialism, denial of access to land and litigation. Students will also look at Indigenous issues within the North Vancouver Region.

Big Idea: Indigenous peoples continue to advocate and assert rights to self-determination

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
 - Essay/multi-paragraph writing
 - Paragraph writing
 - Verbal speeches/marketing ideas
 - Projects using a variety of technology
 - Podcasts, digital recordings
 - Presentations using a variety of tools (PowerPoint, Prezi etc)

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsc44curriculumhub.ca/assessment/>

Formative:

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

Summative:

- Assignments and projects – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Tests to check for comprehension, analysis, and synthesis of course learning

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Evaluation	Percentage of Final Mark
Learning Guides	20
Unit Projects and Activities	80
<i>Course Total</i>	100

RESOURCES:

Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The OL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.