



# North Vancouver Online Learning

## Course Plan: Contemporary Indigenous Studies

Teacher Name: Ted McCormick

Contact information: [tmccormick@sd44.ca](mailto:tmccormick@sd44.ca)

### COURSE DESCRIPTION:

**SS12 Contemporary Indigenous Studies** is designed to empower students by providing them with strong communication skills and an understanding and appreciation of indigenous issues. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews.

The course is organized around key areas of study:

1. Land, Language, & Identity
2. Reclamation of Indigeneity
3. Self-Determination & Advocacy
4. Reconciliation & Healing]
5. Looking closer look at land issues in BC

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

## **BIG IDEAS:**

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

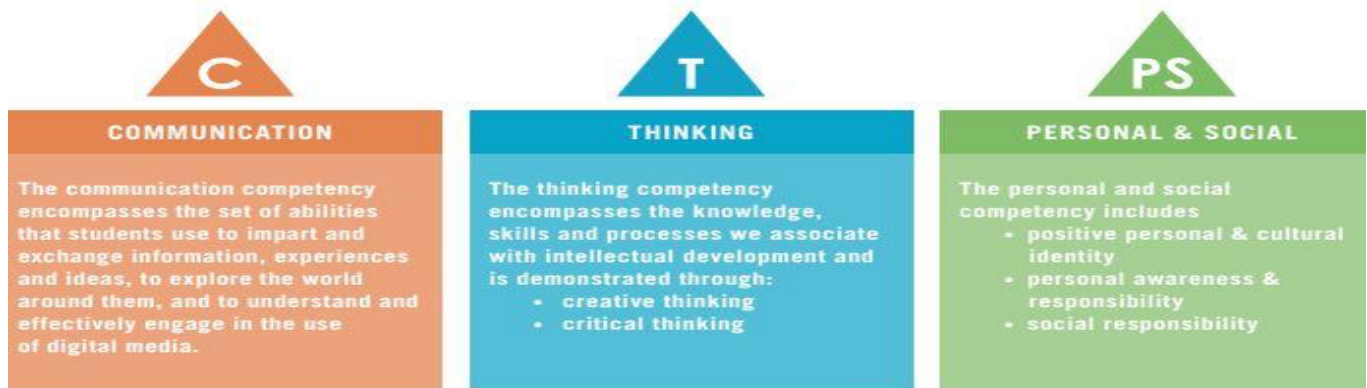
Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism.

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.

## **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, Moodle 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; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess and compare the significance of people, places, events, or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present (significance)
- Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)
- Compare and contrast continuities and changes for different groups and individuals at different times and places (continuity and change)
- Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, or movement (cause and consequence)
- Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective)
- Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment)

#### **Introduction Assignment - First Peoples Principles of Learning**

The Assignment **will cover the following Learning Outcomes (Curricular Competencies)**

- Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment)

**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:*

- definitions, frameworks, and interpretations of social justice
- self-identity and an individual's relationship to others

- social justice issues
- social injustices in Canada and the world affecting individuals, groups, and society
- governmental and non-governmental organizations in issues of social justice and injustice
- processes, methods, and approaches individuals, groups, and institutions use to promote social justice

## **UNIT OVERVIEWS AND LEARNING ACTIVITIES:**

### **Unit 1 – Land, Language, & Identity**

Unit 1 is broken down into three sections: Traditional Territories, Terms, and Identity, Cultural Differences Among Indigenous People and Indigenous Languages. Some of ideas students will explore include: "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 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 requires exploration of one's identity.

### **Unit 2 – Reclamation of Indigeneity**

Unit 2 is broken down into five sections: Elders, Ceremony and Traditions, Stereotypes and Racism, Resurgence and Emergence. Some of ideas students will explore include recognizing the role of indigenous knowledge and the importance of art and culture in healing.

**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 & Advocacy**

In this unit, students will be studying how Indigenous communities are reclaiming control over Indigenous land education and people. Area of study include Natural Resource Development, Governance, Education and Advocacy and Activism.

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

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning recognizes the role of indigenous knowledge.

#### **Unit 4 – Reconciliation & Healing**

In this unit, students will be exploring resilience and survival of indigenous peoples in the face of colonialism and the Truth and Reconciliation Commissions' final report is the "94 Calls to Action." The 94 Calls to Action were laid out by the Commission in the Final Report and were meant to show the beginning of a roadmap to Reconciliation for Canada to follow.

**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 - Looking closer look at land issues in BC.**

The purpose of this unit is the exploration of Indigenous Land rights and history in BC with specific reference North Vancouver where the majority students reside. "Land. If you understand nothing else about the history of Indians in North America, you need to understand that the question that really matters is the question of land" (Thomas King). Students will explore community developments, partnerships, and control of economic opportunities within the Greater Vancouver.

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

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning involves recognizing the consequences of one's actions.

#### **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://nvsd44curriculumhub.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:

<b>Evaluation</b>	<b>Percentage of Final Mark</b>
Learning Guides and Activities	25
Unit Projects	75
<b><i>Course Total</i></b>	<b>100</b>

## **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 DL 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.