



North Vancouver Online Learning

Course Plan: Peuples autochtones de la Colombie-Britannique 12

COURSE DESCRIPTION:

The primary goal of Social Studies education is to give students the knowledge, skills, and competencies to be active, informed citizens who are able to think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively.

Through the study of this course, students will become familiar with the traditions, values and rituals of aboriginal peoples, will learn about the effects of colonialism and the contemporary and historical issues they face.

Link to ministry website for Peuples autochtones de la Colombie-Britannique 12:

[Building Student Success - B.C. Curriculum \(gov.bc.ca\)](http://www.gov.bc.ca)

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 impact of contact and colonialism continues to affect the political, social, and economic lives of B.C. First Peoples.

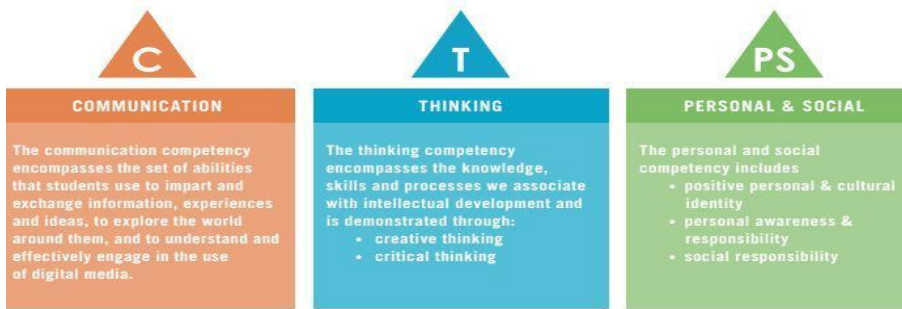
Through self-governance, leadership, and self-determination, B.C. First Peoples challenge and resist Canada's ongoing colonialism.

Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples.

The identities, worldviews, and languages of B.C. First Peoples are renewed, sustained, and transformed through their connection to the land.

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 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, or resources from the internet.
- Students must not use an online translator, app, etc. to produce whole sentences or paragraphs, which constitutes as plagiarism. Students should only look up individual words or expressions using a trustworthy dictionary site such as *WordReference* or *Linguee*. It is also acceptable to use *Bon Patron* to verify the grammatical structures of a student's original work which they wrote themselves.
- Students must read all the information thoroughly and complete all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher through email, D2L message, or in person, is course related, clear and respectful.
- Students need to be able to create videos of themselves as some of the submitted assignments in this course.
- Students should contact their teacher through D2L messaging or Microsoft Teams if they require help with the course content as they work through the lessons and activities.

LEARNING STANDARDS: Curricular Competencies

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, events, places, issues, or developments in the past and present (significance)
- Identify what the creators of accounts, narratives, or maps have determined to be significant (significance)

- Using appropriate protocols, interpret a variety of sources, including local stories or oral traditions, and Indigenous ways of knowing (holistic, experiential, reflective, and relational experiences, and memory) to contextualize different events in the past and present (evidence)
- Characterize different time periods in history, including examples of progress and decline, and identify key turning points that marked periods of change (continuity and change)
- Assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development (cause and consequence)
- Assess the connectedness or the reciprocal relationship between people and place (cause and consequence)
- Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past (perspective)
- Explain and infer perspectives and sense of place, and compare varying perspectives on land and place (perspective)
- Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond (ethical judgment)

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- ✓ Traditional territories of the B.C. First Nations and relationships with the land
- ✓ Role of oral tradition for B.C. First Peoples
- ✓ Impact of historical exchanges of ideas, practices, and materials among local B.C. First Peoples and with non-indigenous peoples
- ✓ Provincial and federal government policies and practices that have affected, and continue to affect, the responses of B.C. First Peoples to colonialism
- ✓ Resistance of B.C. First Peoples to colonialism
- ✓ Role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of B.C. First Peoples
- ✓ Commonalities and differences between governance systems of traditional and contemporary B.C. First Peoples
- ✓ Contemporary challenges facing B.C. First Peoples, including legacies of colonialism

UNIT OVERVIEWS:

Introduction

In Introduction, students read about Indigenous knowledge and perspectives, then introduce themselves by starting with a land acknowledgment, assess their own growth and identify personal strengths in the three components of Core Competencies (communication, thinking, personal and social) in order to establish goals for further development as educated citizens, and finally, students do a self-reflection on time management and planning for this course with one of the First Nation principles of learning.

Introduction will cover the following Learning Outcomes

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

First Peoples Principle of Learning: Learning involves patience and time.

This is 1 of the 10 learning outcomes in the course curriculum, which comprises 5% of the course Learning Outcomes/Activities.

Unit 1: Le territoire et la vision du monde autochtone

In this unit students learn about the territory and the Aboriginal worldview

Big Idea: The identities, worldviews, and languages of B.C. First Peoples are renewed, sustained, and transform through their connection to the land.

Core Competency: Communication, Thinking, Personal and social

Curricular Competencies:

Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past (perspective)

Assess the connectedness or the reciprocal relationship between people and place (cause and consequence)

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

First Peoples Principle of Learning: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Unit 2: Traditions, rituels, langues et valeurs culturelles

In this unit students learn about traditions, rituals, languages and cultural values of Indigenous Peoples.

Big Idea: Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples.

Core Competency: Communication, Thinking, Personal and social

Curricular Competencies:

Using appropriate protocols, interpret a variety of sources, including local stories or oral traditions, and Indigenous ways of knowing to contextualize different events in the past and present (evidence)

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

First Peoples Principle of Learning: Learning is embedded in memory, history, and story.

Unit 3 : L'impact du colonialisme

In this unit students learn about the impact of colonialism on First Peoples.

Big Idea: The impact of contact and colonialism continues to affect the political, social, and economic lives of B.C. First Peoples

Core Competency: Communication, Thinking, Personal and social

Curricular Competencies:

Assess the long- and short-term causes and consequences, and the intended and unintended consequences of an action, event, decision or development (cause and consequence)

Make reasoned ethical judgements about actions in the past and present, and assess appropriate ways to remember, reconcile or respond (ethical judgment)

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

First Peoples Principle of Learning: Learning involves generational roles and responsibilities.

Unit 4 : L'autonomie gouvernementale

In this unit students learn about self-governance of B.C. First Peoples.

Big Idea: Through self-governance, leadership, and self-determination, B.C. First Peoples challenge and resist Canada's ongoing colonialism.

Core Competency: Communication, Thinking, Personal and social

Curricular Competencies:

Characterize different time periods in history, including examples of progress and decline, and identify key turning points that marked periods of change (continuity and change)

Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past (perspective)

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

First Peoples Principle of Learning: Learning recognizes the role of Indigenous knowledge.

Unit 5 : Les traités

In this unit students learn about treaties in B.C. First.

Big Idea: The impact of contact and colonialism continues to affect the political, social, and economic lives of B.C. First Peoples

Core Competency: Communication, Thinking, Personal and social

Curricular Competencies:

Assess the significance of people, events, places, issues, or developments in the past and present (significance)

Identify what the creators of accounts, narratives, or maps have determined to be significant (significance)

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

First Peoples Principle of Learning: Learning involves recognizing that some knowledge is sacred and only shared with permission and-or in certain situations.

Activités de clôture

In Activités de clôture, students re-assess their own growth and re-evaluate personal strengths in the three components of Core Competencies (communication, thinking, personal and social) in order to see the progress they have made from the beginning of the course, desing the final project based on First Peoples Principles of learning, and finally, do a self-reflection with First Nation principles of learning.

First Peoples Principle of Learning:

Learning requires exploration of one's identity.

Learning involves recognizing the consequences of one's actions.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

Students will:

- read a variety of texts.
- do Les livrets d'apprentissage of each module
- do reflections tasks on each module
- various writing assignments, including short answer, paragraphs, personal reflections and essay writing.
- listen and respond to audio and videos, make infographie, collage, etc.
- create audio and visual projects, which may include:
 - PowerPoint, Prezi, Sway, and other presentation forms like infographie, collage, diagramm, carte, etc;
 - podcast, digital voice recording;
 - dramatizations, videos;
 - and other digital tools of choice.

ASSESSMENT:

The North Vancouver Curriculum Hub Principles of Assessment -

<http://nvsd44curriculumhub.ca/assessment/>

Types of assessment:

- **Formative may include:**
 - Teacher-feedback on assignments.
 - informal feedback through meetings.
 - informal feedback through email and messaging.
- **Summative may include:**
 - Final mark on Livrets d'apprentissage, oral presentation, projects, essays and mid-term evaluation.

EVALUATION:

Evaluation	Percentage of Final Mark
<i>Je me présente (activation)</i>	5%
<i>Livret d'apprentissage</i>	25%
<i>Projet</i>	25%
<i>Activités de réflexion (Autoévaluation)</i>	10%
<i>Parcours de mes objectifs</i>	5%
<i>Évaluation mi-semestre</i>	30%
<i>Course Total</i>	100%

RESOURCES:

FNESC/FNSA Teacher Resource Guides for blended or remote learning contexts

Indian residential school and Reconciliation fnesc-FNSA

BC First Nation, land, title and governance

Histoire des pensionnats autochtones - NCTR

<https://indigenousandawarenesscanada.com/>

BC First People 12

GUIDE DE L'UNIVERSITÉ D'OTTAWA SUR LES PROTOCOLES AUTOCHTONES

(uottawa.ca)

HabiloMédias (habilomedias.ca)

Aînés et gardiens de savoir traditionnels. Guide de l'université d'Ottawa sur les protocoles autochtones

First Nations Education Steering Committee and First Nations Schools Association

Encyclopédie canadienne

Gouvernement Canada

Histoire canada

Ressources sur ONF

Guide pédagogique perspectives autochtones | Portail de l'éducation de Historica Canada