



This document represents an updating of the 2000 IRP. This updating has been undertaken for the purpose of

- clarifying the Prescribed Learning Outcomes
- introducing Suggested Achievement Indicators
- addressing content overload

Resources previously recommended for the 2000 version of the curriculum, where still valid, continue to support this updated IRP. (See the Learning Resources section in this IRP for additional information.)

BC FIRST NATIONS STUDIES 12

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This document has been updated from the 2000 IRP to include Suggested Achievement Indicators, a more clear and succinct set of Prescribed Learning Outcomes, a snapshot of the course's Key Elements, and other minor refinements, while maintaining the original intent and essence of the 2000 curricular content.

Many people contributed their expertise to the BC First Nations Studies 12 IRP. The Project Manager (2005-2006) was Dr. Adrienne Gnidec of the Ministry of Education, working with other ministry personnel and our partners in education. We would like to thank all who participated in this process, including the teams of educators who developed the 2000 BC First Nations Studies 12 IRP, and the following individuals who contributed to the 2005-2006 updating of this document:

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement BC First Nations Studies 12. This document will supersede the *BC First Nations Studies 12 Integrated Resource Package* (2000).

The information contained in this document is also available on the Internet at www.bced.gov.bc.ca/irp/irp.htm

The following paragraphs provide brief descriptions of the components of the IRP.

INTRODUCTION

The Introduction provides general information about BC First Nations Studies 12, including special features and requirements.

Included in this section are

- a rationale for teaching BC First Nations Studies 12 in BC schools
- the philosophy of this course
- information about graduation program requirements and exams
- descriptions of the curriculum organizers – groupings for Prescribed Learning Outcomes that share a common focus
- a suggested timeframe for the course

CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

PRESCRIBED LEARNING OUTCOMES

This section contains the Prescribed Learning Outcomes, the legally required content standards for the provincial education system. The learning outcomes define the required knowledge, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do by the end of the course.

STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific Suggested Achievement Indicators for each Prescribed Learning Outcome. Suggested Achievement Indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the curriculum expectations for the subject and grade level. Suggested Achievement Indicators are not mandatory; they are provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

Also included in this section are Key Elements – descriptions of content that help determine the intended depth and breadth of the Prescribed Learning Outcomes.

LEARNING RESOURCES

This section contains general information on learning resources, and provides an Internet link to titles, descriptions, and ordering information for the recommended learning resources in the BC First Nations Studies 12 Grade Collection.



INTRODUCTION

BC First Nations Studies 12

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for BC First Nations Studies 12. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the Prescribed Learning Outcomes and Suggested Achievement Indicators.

This document represents an updating of the 2000 IRP. This updating has been undertaken for the purpose of

- clarifying the Prescribed Learning Outcomes
- introducing Suggested Achievement Indicators
- addressing content overload

Resources previously recommended for the 2000 version of the curriculum, where still valid, continue to support this updated IRP. (See the Learning Resources section later in this IRP for additional information.)

BC First Nations Studies 12, in draft form, was available for public review and response from November to December, 2005. Feedback from educators, students, parents, and other educational partners informed the development of this updated IRP.

RATIONALE

BC First Nations Studies 12 focusses on the diversity, depth, and integrity of the cultures of British Columbia's Aboriginal peoples. In emphasizing the languages, cultures, and history of First Nations peoples, the course addresses an important part of the history of British Columbia. Designed to introduce authentic Aboriginal content into the senior secondary curriculum with the support of Aboriginal peoples, the course provides an opportunity for BC students to acquire knowledge and understanding of the traditions, history, and present realities of BC Aboriginal peoples, as well as a chance to consider future challenges and opportunities.

BC First Nations Studies 12 addresses the richness and diversity of First Nations languages and cultures by exploring them within their own unique contexts. It is intended to provide a conceptual foundation for all learners to develop an appreciation and respect for the similarities among and differences between the diverse cultures of the world. As such, it will help to promote understanding of First Nations peoples among all students. A curriculum that concentrates on Aboriginal content can lead to enlightened discussion of Aboriginal issues and can also contribute to Aboriginal students' sense of place and belonging in the public school system.

REQUIREMENTS AND GRADUATION CREDITS

BC First Nations Studies 12 is one of three provincial courses available for students to complete the social studies Graduation Program requirement. BC First Nations Studies 12 is designated as a four-credit course, and must be reported as such to the Ministry of Education for transcript purposes. Letter grades and percentages must be reported for this course. It is not possible to obtain partial credit for the course.

The course code for BC First Nations Studies 12 is FNS 12. The course is also available in French (Études des premières nations de la CB 12; course code FNSF 12).

GRADUATION PROGRAM EXAMINATION

BC First Nations Studies 12 has a set Graduation Program examination, worth 20% of the final course mark. Students are required to take this exam to receive credit for the course.

For more information, refer to the Ministry of Education examinations web site:
www.bced.gov.bc.ca/exams/

PHILOSOPHY OF BC FIRST NATIONS STUDIES 12

The content of BC First Nations Studies 12 is based on the following descriptors about Aboriginal peoples and their cultures, values, beliefs, traditions, history, languages, and land:

- Aboriginal peoples have complex, dynamic, evolving cultures that have adapted to changing world events and environments.
- Aboriginal peoples’ values and beliefs are diverse, durable, and relevant.
- To understand Aboriginal issues, it is necessary to understand and appreciate that all contemporary events have their roots in both oral and written history.
- Language and land are the foundation of Aboriginal identity and culture.
- Aboriginal views of knowledge and learning may differ from those of other societies.
- The resilience and durability of Aboriginal cultures serve as a basis upon which Aboriginal peoples can build a brighter future.
- Aboriginal culture and history have an integral place in the evolution of BC and Canadian society.

- Aboriginal peoples play a key role in the determination of future prosperity for BC, Canada, and the world.

Aboriginal peoples’ long-established ways of life include

- a sense of individual responsibility to family, community, and nation
- recognition of the importance of a continual pursuit of spiritual, emotional, physical, and intellectual balance
- a respect for the relatedness of all things in the natural world

This worldview sees the natural world as complete systems that are interrelated parts of a larger whole. The BC First Nations Studies 12 course is intended to document, recognize, and express this holistic perspective. It also provides an opportunity for students to examine the past, analyse the present, and consider possibilities for the future.

CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of Prescribed Learning Outcomes that share a common focus. The Prescribed Learning Outcomes for BC First Nations Studies 12 are grouped under the following curriculum organizers.

Note that the ordering of the Prescribed Learning Outcomes and the organizers are not intended to imply an order of instruction. Teachers are encouraged to develop units based on themes, chronology, issues, inquiries, or projects.

BC First Nations Studies 12

Skills and Processes	Land and Relationships	Contact, Colonialism, and Resistance	Cultural Expressions	Leadership and Self-Determination
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Skills and Processes

The Prescribed Learning Outcomes in this organizer emphasize the skills and attitudes required for the study of the cultures of BC First Nations. As well, this organizer emphasizes the skills and processes needed for active citizenship. The skills identified here are best taught through integration with other content.

Land and Relationships

In addressing the Prescribed Learning Outcomes associated with this organizer, students acquire knowledge about First Nations peoples and their traditional strong relationship with the land and natural world. They examine traditional First Nations settlement patterns and concepts of land and resource ownership.

Students also learn about contemporary and traditional First Nations education and learning processes. Students will have opportunities to analyse traditional resource use and the exchange of ideas and practices among BC First Nations and other cultures.

Contact, Colonialism, and Resistance

The Prescribed Learning Outcomes in this organizer require students to assess the impacts of contact and colonialism on BC First Nations peoples. Colonialism here refers to both policies and practices that result in the exploitation or subjugation of a nation or group by a larger or wealthier power. The organizer also addresses the origins and history of the Métis people in western Canada.

In achieving the outcomes related to this organizer, students will examine the impact of contact, religion, and colonialism on the social structures, economies, and education of BC First Nations. Students will also have opportunities to investigate the resistance of First Nations people to colonialism, especially land encroachment.

Cultural Expressions

This organizer includes a set of outcomes pertaining to First Nations oral traditions and literature. Students are expected to explain the functions and significance of the oral tradition with reference to the traditions of a specific First Nation. They are also expected to read and interpret literature written by Aboriginal authors. Opportunities will be provided to analyse, interpret, and evaluate portrayals of Aboriginal people and to explore the importance for Aboriginal people to control the development of their artistic traditions.

This organizer also includes a set of related outcomes pertaining to Aboriginal artistic traditions. Students are expected to explain the cultural significance of various artistic expressions (e.g., weaving, carving, painting, dance, song). Students will be asked to explain the importance for Aboriginal peoples to determine the use of their traditions and of historical artefacts. They will also examine and interpret various works of Aboriginal art.

Leadership and Self-Determination

The Prescribed Learning Outcomes related to this organizer call for students to explain the significance of terms related to the discussion of Aboriginal identity and self-determination. Students are expected to develop a good knowledge of current Aboriginal groups and leaders – locally, provincially, and nationally.

In addition, students are expected to identify and analyse contemporary legislation, policies, and events affecting the self-determination of Aboriginal peoples. Students will be challenged to explain the significance of key Supreme Court decisions and contemporary economic development issues facing First Nations. Finally, students will demonstrate an understanding of contemporary negotiations and agreements pertaining to Aboriginal self-determination.

SUGGESTED TIMEFRAME

Provincial curricula are developed in accordance with the amount of instructional time recommended by the Ministry of Education for each subject area. Teachers may choose to combine various curricula to enable students to integrate ideas and make meaningful connections.

BC First Nations Studies 12 is a four-credit course, and as such requires approximately 90 to 110 hours of instructional time. Although a four-credit course is typically equivalent to 120 hours, this timeframe allows for flexibility to address local needs.



CONSIDERATIONS FOR PROGRAM DELIVERY

BC First Nations Studies 12

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- safety considerations
- confidentiality
- inclusion, equity, and accessibility for all learners
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility
- debate
- media analysis

ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to BC First Nations Studies 12.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing Prescribed Learning Outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children’s attitudes, standards, and values, but the policy still requires that all Prescribed Learning Outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term “alternative delivery” as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the Prescribed Learning Outcomes within the health and career

education curriculum. Neither does it allow students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to www.bced.gov.bc.ca/policy/

ADDRESSING LOCAL CONTEXTS

The BC First Nations Studies 12 curriculum includes opportunities for individual teacher and student choice in the exploration of topics to meet certain learning outcomes. This flexibility allows educators to plan their programs to meet the particular requirements of their students and to respond to local contexts. When selecting topics it may be appropriate to incorporate student input.

There are many distinct and diverse First Nations communities in BC and Canada. In order to reflect BC First Nations cultural diversity and make this course meaningful for students, teachers are advised, wherever possible, to have students achieve the course outcomes through a focus on local content – a focus on the First Nation whose traditional territories are in that part of the province (e.g., 35% of the course). The most effective way to do this is by inviting guest speakers into the classroom. An exception might be if the course is being offered in an urban school that has students belonging to a First Nation from another part of the province: in such cases, the students could focus on the traditions and experience of their own people.

To achieve course learning outcomes through a focus on the local situation, teachers will need to develop their own library of learning materials pertaining to the local community and build a support network that includes local First Nations people. Teachers are encouraged to establish relationships with First Nations Tribal Councils, Band Councils, or urban First Nations organizations to obtain support for achieving course objectives (see the ensuing section, Working with the Aboriginal Community, for further details).

When implementing this course, it is important to recognize that cultural protocols exist. Permission for use of First Nations cultural materials or practices such as legends, stories, songs, designs, crests, photographs, audiovisual materials, and dances should be obtained through consultation with individuals, families, elders, hereditary chiefs, Band Councils, or Tribal Councils. This authorization should be obtained prior to the use of any educational plans or materials.

INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the Prescribed Learning Outcomes in the BC First Nations Studies 12 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

Some of the topics dealt with in BC First Nations Studies may prove sensitive for some students or parents. The topic of residential schooling, for instance, may trigger a strong emotional response among particular individuals or in particular communities. It is highly recommended that schools inform parents and guardians about the BC First Nations Studies 12 curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the Prescribed Learning Outcomes for the course
- responding to parent and guardian requests to discuss the course, unit plans, and learning resources

At the same time, being aware of experiences, views, or feelings within the community prior to teaching the course will enable teachers to make appropriate decisions about how to address the topic.

SAFETY CONSIDERATIONS

Safety guidelines should be discussed with students. These safety guidelines should support and encourage the investigative approach, while at the same time promoting safety in the classroom and the field.

Field work and field trips require special vigilance with respect to traffic and road safety, safe practices in study areas and when obtaining samples, and an awareness of changes in weather.

Encouraging a positive safety attitude is a responsibility shared among the board, school administrators, teachers, and students in every school district. The co-operation of all these groups helps develop a strong safety consciousness both inside and outside the school.

CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including BC First Nations Studies 12.
- Do not use students' Personal Education Numbers (PENs) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).
- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the BC First Nations Studies 12 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any

of the personal information held by the school, in accordance with Section 29 of FOIPPA.

- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to www.mser.gov.bc.ca/privacyaccess/

INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of BC First Nations Studies 12, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the Prescribed Learning Outcomes and Suggested Achievement Indicators in this IRP can be met by all students, including those with special needs and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the learning outcomes. Where necessary, modifications can be made to the Prescribed Learning Outcomes for students with Individual Education Plans (IEPs).

For more information about resources and support for students with special needs, refer to www.bced.gov.bc.ca/specialed/

For more information about resources and support for ESL students, refer to www.bced.gov.bc.ca/esl/

WORKING WITH THE SCHOOL AND COMMUNITY

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the BC First Nations Studies 12 classroom.

School and district-wide programs and community organizations may support and extend learning in BC First Nations Studies 12 through the provision of locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to diverse points of view, providing opportunities for discussion and debate, including local content and perspectives, providing a departure point for writing and other activities, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

To help achieve a successful guest speaker activity, consider the following:

- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitating a simulation or case study). Ensure that guest speakers are clear about their purpose, the structure, and the time allotted. The content of the presentation should directly relate to the Prescribed Learning Outcomes. Review any materials speakers may use, especially any handouts, for appropriateness.
- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

WORKING WITH THE ABORIGINAL COMMUNITY

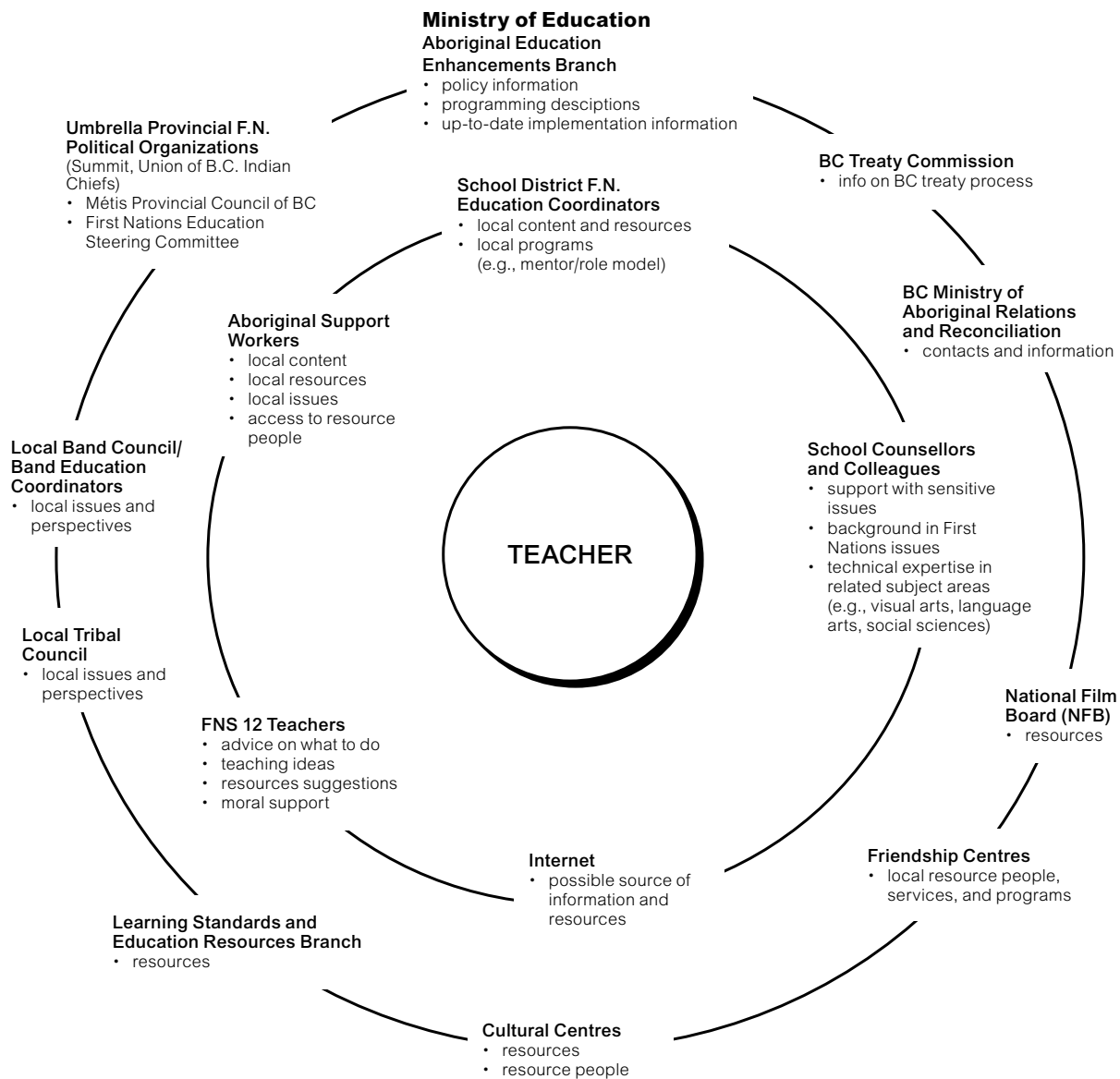
To help teachers bring information about Aboriginal peoples into the classroom in a way that is accurate, and that reflects the Aboriginal concept of teaching and learning, BC First Nations Studies 12 has been designed to include the support and participation of Aboriginal teachers, elders, and other knowledgeable members of each school or district’s local Aboriginal community(ies).

Initiating an effective BC First Nations Studies 12 program with strong local content will require teachers to draw upon a variety of resources and

create a support network. Building strong community links – engaging in consultation with the local First Nation people and seeking their support for what is being taught – will help teachers provide active, participatory, experiential learning and localize course content. The accompanying diagram, “Building a Support Network,” illustrates the various contacts that teachers might wish to establish to obtain help.

Prior to initiating contacts with the chiefs, elders, or other authorities in the local First Nation, teachers will find it a good idea to consult with other teachers (e.g., colleagues in other parts of the province who

Building a Support Network



already have some experience with this course) and the local First Nations education co-ordinator. The local First Nations education co-ordinator, in particular, can serve as a valuable contact person to help secure local community support.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the “Planning Your Program” section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: www.bced.gov.bc.ca/abed/welcome.htm

INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in BC First Nations Studies 12, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videorecordings at schools that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an expressed message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of

copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to www.cmec.ca/copyright/indexe.stm

DEBATE

Formal debate is one of the fundamental activities of democracy and, through various international organizations such as the United Nations, is also a tool for resolution of global problems and issues. Debate provides opportunities for students to integrate knowledge and communication skills, and allows for critical examination of differing viewpoints. Debate can be used at the beginning of a unit of study on a particular topic (to explore students’ pre-existing knowledge and attitudes on the issue), and/or at the end of a unit of study (to summarize and represent learning).

Various forms and forums of debate are appropriate in BC First Nations Studies 12 classes. Examples of relevant debate forms include

- informal classroom debate
- formal debate styles (e.g., Oxford, Lincoln-Douglas, Cross-Examination)
- model parliaments, model UN
- round table discussions
- mock trials
- town hall forums
- online forums

MEDIA ANALYSIS

Much of the information that the public receives about issues and events is received through media messages – in newspapers and magazines, on television and radio, and on the Internet. Analysis of media messages is a valuable component of BC First Nations Studies 12, and allows students to think critically and independently about issues that affect them.

The following concepts of media education are examples of the ways in which teachers and students can examine a range of media messages relevant to BC First Nations Studies 12:

- *Purpose:* People use media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral, and/or other purposes.
- *Values:* Media messages communicate explicit and implicit values.
- *Representation:* Media messages are constructed; they are only representations of real or imaginary worlds.
- *Codes, Conventions, and Characteristics:* Each medium has its own set of codes, conventions, and characteristics that affect the way messages are transmitted and understood.
- *Production:* People who understand the media are better able to make purposeful media messages.
- *Interpretation:* Audience members bring their knowledge, experience, and values to their interpretation of and emotional response to media messages.
- *Influence of Media on Audience:* Media messages can influence people’s attitudes, behaviours, and values.
- *Influence of Audience on Media:* People can influence media institutions and the messages they produce and transmit.
- *Control:* People who control a society’s dominant institutions have disproportionate influence on the construction and distribution of media messages and the values they contain.
- *Scope:* Media technologies influence and are influenced by the political, economic, social, and intellectual dimensions of societies.



PRESCRIBED LEARNING OUTCOMES

BC First Nations Studies 12

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required knowledge, skills, and attitudes – what students are expected to know and be able to do – by the end of the specified course.

UNDERSTANDING THE PRESCRIBED LEARNING OUTCOMES

Schools have the responsibility to ensure that all Prescribed Learning Outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed Learning Outcomes for BC First Nations Studies 12 are presented by curriculum organizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Wording of the Prescribed Learning Outcomes

All learning outcomes complete the stem, “It is expected that students will....”

When used in a prescribed learning outcome, the word “**including**” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

DOMAINS OF LEARNING

Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and, particularly, cognitive levels, inform the design and development of the Graduation Program examination for this course.

Prescribed Learning Outcomes: BC First Nations Studies 12

It is expected that students will:

SKILLS AND PROCESSES

- A1 apply critical thinking – including questioning, comparing, summarizing, drawing conclusions, hypothesizing, and defending a position – to make reasoned judgments about a range of issues, situations, and topics
- A2 demonstrate effective research skills, including
 - accessing information
 - assessing information
 - collecting data
 - evaluating data
 - organizing information
 - presenting information
 - citing sources
- A3 demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration

LAND AND RELATIONSHIPS

- B1 describe the location of the traditional territories of British Columbia First Nations
- B2 analyse the relationship of First Nations peoples with the natural world
- B3 explain the significance of traditional education with respect to land and relationships
- B4 analyse the exchanges of ideas, practices, and materials involving First Nations pre-contact and post-contact

CONTACT, COLONIALISM, AND RESISTANCE

- C1 demonstrate knowledge of the origins and history of the Métis people in western Canada
- C2 assess the economic, social, political, and cultural impacts of contact with Europeans on BC First Nations during the period of the maritime fur trade
- C3 assess the economic, social, political, and cultural impacts of contact with Europeans on BC First Nations during the period of the land-based fur trade up to Confederation
- C4 analyse post-Confederation government policies and jurisdictional arrangements that affected and continue to affect BC First Nations
- C5 analyse the varied and evolving responses of First Nations peoples to contact and colonialism

Prescribed Learning Outcomes: BC First Nations Studies 12

CULTURAL EXPRESSIONS

- D1 explain the function and significance of the oral tradition, including storytelling, drama, song, and dance
- D2 explain the significance of First Nations creation, origin, and trickster/transformer stories
- D3 interpret literature by Aboriginal authors
- D4 explain the significance of traditional and contemporary Aboriginal art objects
- D5 evaluate the importance for Aboriginal peoples to determine the use of their artistic traditions and historical artefacts

LEADERSHIP AND SELF-DETERMINATION

- E1 describe challenges during the 20th century that led to the emergence of contemporary Aboriginal leadership, including reference to
 - Aboriginal veterans
 - Aboriginal women
 - Métis
 - Aboriginal leaders and organizations
 - the *Indian Act* (with successive amendments)
- E2 compare traditional and contemporary First Nations systems of governance
- E3 analyse contemporary legislation, policies, and events affecting the self-determination of Aboriginal peoples



STUDENT ACHIEVEMENT

BC First Nations Studies 12

This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators to assist in the assessment of student achievement in relation to each Prescribed Learning Outcome. Also included in this section are Key Elements – descriptions of content that help determine the intended depth and breadth of Prescribed Learning Outcomes.

UNDERSTANDING THE KEY ELEMENTS

Key Elements provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the Prescribed Learning Outcomes.

UNDERSTANDING THE ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome. The achievement indicators are arranged by curriculum organizer; however, this order is not intended to imply a required sequence of instruction and assessment.

Achievement indicators define the specific level of knowledge acquired, skills applied, or attitudes demonstrated by the student in relation to a corresponding Prescribed Learning Outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, drama presentation, poster, letter, or model; a particular skill demonstrated such as map reading).

Achievement indicators support the principles of assessment *for* learning, assessment *as* learning, and assessment *of* learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

Achievement indicators may be useful to provincial examination development teams and inform the development of exam items. However, examination questions, item formats, exemplars, rubrics, or scoring guides will not necessarily be limited to the achievement indicators as outlined in the Integrated Resource Packages.

Specifications for provincial examinations are available online at www.bced.gov.bc.ca/exams/specs/

CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student performance is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to Prescribed Learning Outcomes.

Three major types of assessment can be used in conjunction to support student achievement.

- Assessment **for** learning is assessment for the purpose of greater learning achievement.
- Assessment **as** learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment **of** learning is assessment the purpose of providing evidence of achievement for reporting.

Assessment for Learning

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on Prescribed Learning Outcomes, as well as on Suggested Achievement Indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

Assessment as Learning

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

Assessment of Learning

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students' achievement in relation to provincial and national standards. The large-scale provincial assessment for BC First Nations Studies 12 is the Graduation Program examination, worth 20% of the final course mark. This examination is a requirement for all students taking BC First Nations Studies 12.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to www.bced.gov.bc.ca/policy/policies/student_reporting.htm

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at www.wncp.ca/

Criterion-Referenced Assessment and Evaluation

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Assessment for Learning	Assessment as Learning	Assessment of Learning
<p>Formative assessment is ongoing in the classroom</p> <ul style="list-style-type: none"> • teacher assessment, student self-assessment, and/or student peer assessment • criterion-referenced – criteria based on Prescribed Learning Outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task • involves both teacher and student in a process of continual reflection and review about progress • teachers adjust their plans and engage in corrective teaching in response to formative assessment 	<p>Formative assessment is ongoing in the classroom</p> <ul style="list-style-type: none"> • self-assessment • provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning • student-determined criteria based on previous learning and personal learning goals • students use assessment information to make adaptations to their learning process and to develop new understandings 	<p>Summative assessment occurs at end of year or at key stages</p> <ul style="list-style-type: none"> • teacher assessment • may be either criterion-referenced (based on Prescribed Learning Outcomes) or norm-referenced (comparing student achievement to that of others) • information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students' performance in relation to provincial standards

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the Prescribed Learning Outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

Criterion-referenced assessment and evaluation may involve these steps:

- | | |
|----------------|--|
| Step 1 | Identify the Prescribed Learning Outcomes and Suggested Achievement Indicators (as articulated in this IRP) that will be used as the basis for assessment. |
| Step 2 | Establish criteria. When appropriate, involve students in establishing criteria. |
| Step 3 | Plan learning activities that will help students gain the knowledge, skills, and attitudes outlined in the criteria. |
| Step 4 | Prior to the learning activity, inform students of the criteria against which their work will be evaluated. |
| Step 5 | Provide examples of the desired levels of performance. |
| Step 6 | Conduct the learning activities. |
| Step 7 | Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student. |
| Step 8 | Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria. |
| Step 9 | Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met. |
| Step 10 | Communicate the results of the assessment and evaluation to students and parents/guardians. |

Key Elements: BC First Nations Studies 12**SKILLS AND PROCESSES**

- critical-thinking skills
- research skills
- communication and presentation skills
- skills and attitudes of active citizenship

LAND AND RELATIONSHIPS

- locations of BC First Nations
- the relationship of First Nations peoples and the natural world
- education in traditional BC First Nations societies
- interactions among BC First Nations (pre-contact and post-contact, up to the present)
- cultural relationships between BC First Nations and other societies (especially European)

CONTACT, COLONIALISM, AND RESISTANCE

- the history of the Métis people in western Canada
- economic, political, social, and cultural impacts of contact with Europeans on BC First Nations
 - in the maritime fur trade period
 - during the land-based fur trade and up to Confederation
 - since Confederation (especially with reference to Canadian government policy and jurisdictional arrangements)
- evolving responses of BC First Nations to contact and colonialism

CULTURAL EXPRESSIONS

- the function and significance of the oral tradition (including story-telling, drama, song, dance)
- BC First Nations creation, origin, and trickster/transformer stories
- literature by contemporary Aboriginal authors
- the significance of traditional and contemporary BC First Nations art objects
- the issues of repatriation and cultural appropriation

LEADERSHIP AND SELF-DETERMINATION

- 20th century issues that galvanized leadership within BC First Nations
- key leaders and accomplishments
- traditional and contemporary models of governance for Aboriginal peoples
- contemporary legislation, policies, and events affecting self-determination of Aboriginal peoples (with particular reference to BC First Nations)

SKILLS AND PROCESSES

In relation to this curriculum organizer, students will demonstrate the ability to think critically, conduct effective research, and conduct themselves as active citizens.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>A1 apply critical thinking – including questioning, comparing, summarizing, drawing conclusions, hypothesizing, and defending a position – to make reasoned judgments about a range of issues, situations, and topics</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position) <input type="checkbox"/> recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical context) <input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation <input type="checkbox"/> compare a range of points of view on an issue <input type="checkbox"/> assess the role of values, ethics, and beliefs in human interactions (historical and contemporary) <input type="checkbox"/> develop hypotheses and relate them to supporting evidence <input type="checkbox"/> draw conclusions about an issue, situation, or topic <input type="checkbox"/> defend a position on an issue, situation, or topic

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A2 demonstrate effective research skills, including</p> <ul style="list-style-type: none"> – accessing information – assessing information – collecting data – evaluating data – organizing information – presenting information – citing sources 	<ul style="list-style-type: none"> <input type="checkbox"/> access a range of information sources on selected topics, including sources <ul style="list-style-type: none"> – from a range of media types (e.g., print news, broadcast news, online, oral histories) – representing a range of perspectives – that qualify as primary (e.g., oral history, original documents, political cartoons, interviews) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs) – that deal specifically with Aboriginal social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, national and provincial Aboriginal organizations, and individual First Nations; archives; libraries) <input type="checkbox"/> explain the importance of accessing and considering a range of information sources <input type="checkbox"/> collect and organize primary data (e.g., designing and conducting surveys and interviews; extracting data from web sites and archives) <input type="checkbox"/> interpret information from oral, written, and graphic sources <input type="checkbox"/> assess the accuracy, reliability, and relevance of collected information by <ul style="list-style-type: none"> – determining examples of bias and points of view in information – identifying the data collection methods (e.g., poll, census, interview, survey) – determining currency of information – determining consistency with information obtained from other sources on the same topic (corroboration) <input type="checkbox"/> synthesize and evaluate collected data <input type="checkbox"/> organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers) <input type="checkbox"/> present results of research in oral, written, and graphic forms (e.g., simulate a treaty debate, re-enact a historical event or a traditional Aboriginal ceremony) <input type="checkbox"/> cite sources consistently and appropriately

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A3 demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify attributes associated with active citizenship, including <ul style="list-style-type: none"> – ethical behaviour (e.g., honesty, fairness, reliability) – open-mindedness – respect for diversity – empathy – questioning and promoting discussion – individual and collective responsibility – remaining informed over time – advocating responsibly for own and others’ rights – ongoing examination and reassessment of own beliefs – willingness to participate <input type="checkbox"/> explain the value of attributes associated with active citizenship <input type="checkbox"/> assess the influence of mass media on public opinion <input type="checkbox"/> demonstrate skills of collaboration and co-operation, including the ability to <ul style="list-style-type: none"> – interact confidently and respectfully – collaborate and consult with others – respect and promote respect for the contributions of others <input type="checkbox"/> design, implement, and assess a detailed course of action to address one or more First Nations issues

LAND AND RELATIONSHIPS

In relation to this curriculum organizer, students will locate the traditional territories of BC First Nations and explore the special significance of land and resources for First Nations peoples, with reference to traditional education and to the economic and cultural uses of land and resources, pre- and post-contact.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>B1 describe the location of the traditional territories of British Columbia First Nations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> recognize the cultural and linguistic diversity that exists among First Nations within BC <input type="checkbox"/> recognize the existence of varying interpretations regarding the locations of traditional territories (e.g., overlapping boundaries) <input type="checkbox"/> name a major First Nations group within each region of BC (i.e., northern interior, coast, northeast, southern interior) <input type="checkbox"/> locate on a map of BC the main territory of several BC First Nations <input type="checkbox"/> identify the First Nation on whose traditional territory their school is located
<p>B2 analyse the relationship of First Nations peoples with the natural world</p>	<ul style="list-style-type: none"> <input type="checkbox"/> relate the traditional settlement and lifestyle patterns of a local First Nation to the environment (e.g., reasons for the location of villages, nature of foods in the diet, seasonal round) <input type="checkbox"/> describe traditional First Nations concepts of land and resource ownership (e.g., “common bowl,” hereditary rights) and cite specific local examples <input type="checkbox"/> relate First Nations concepts of land and resource ownership to spiritual aspects of culture (e.g., by explaining the spiritual significance of ceremonies related to resource harvesting and use, by citing pertinent details of creation stories that refer to land and resources) <input type="checkbox"/> relate First Nations concepts of land and resource ownership to language and culture (e.g., by creating a map of resources and place names within a local First Nation’s traditional territory and explaining the significance of those names) <input type="checkbox"/> identify characteristics of current and traditional First Nations resource use and management practices (e.g., no-waste resource use, as in harvesting of cedar; cultural protocols such as requesting permission to harvest; boundary marking such as cultural modification of trees; stewardship)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B3 explain the significance of traditional education with respect to land and relationships</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify how members of First Nations communities were traditionally educated and trained (e.g., through “listening, observing, and doing”; experiential learning; respect for the wise; comprehensive training and practice; participation in ceremony; rites of passage) <input type="checkbox"/> describe what the members of First Nations communities were traditionally expected to learn (e.g., land and resource use practices, land and resource “ownership,” community roles, appropriate conduct)
<p>B4 analyse the exchanges of ideas, practices, and materials involving First Nations pre-contact and post-contact</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe traditional BC First Nations technologies, including the uses of plants and animals <input type="checkbox"/> outline traditional trade patterns that existed among BC First Nations pre-contact, with reference to <ul style="list-style-type: none"> – ocean, land, and river trade routes (e.g., Grease Trails) – products traded (e.g., oolichan oil, copper, dentalium, soap berries, obsidian, Indian hemp) – diplomacy among First Nations (e.g., the roles of marriage, ceremony, and warfare in resolving conflict) – cultural practices (e.g., songs, dances, names, regalia) <input type="checkbox"/> describe the exchange of ideas, practices, and materials between First Nations and other cultures, in historical and contemporary contexts (e.g., “potlatches,” fur trade, technologies, food products, medicines, development of Chinook jargon, replacement of hereditary governance, changes in First Nations settlement and seasonal movement patterns) <input type="checkbox"/> contrast European and traditional First Nations concepts of land and resource ownership <input type="checkbox"/> assess the benefits and drawbacks of post-contact exchanges of ideas, materials, and practices for BC First Nations

CONTACT, COLONIALISM, AND RESISTANCE

In relation to this curriculum organizer, students will examine the impacts of contact and colonialism on First Nations and the Métis peoples, including their evolving responses to historical and contemporary incidents and situations.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>C1 demonstrate knowledge of the origins and history of the Métis people in western Canada</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe the role of Aboriginal women in the fur trade <input type="checkbox"/> create a timeline and maps showing <ul style="list-style-type: none"> – the evolution of the land-based fur trade between the early 18th century and Confederation – the development of the Red River colony in early 19th century – the Northwest resistance, 1869 and 1885 <input type="checkbox"/> describe the roles and significance of the following in Métis history: <ul style="list-style-type: none"> – the land scrips – Louis Riel, Gabriel Dumont, Big Bear, Poundmaker – Métis declaration – the <i>Constitution Act</i> of 1982 <input type="checkbox"/> describe current Métis demographics in western Canada
<p>C2 assess the economic, social, political, and cultural impacts of contact with Europeans on BC First Nations during the period of the maritime fur trade</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe the initial impacts on First Nations of European contact, including <ul style="list-style-type: none"> – economic (e.g., introduction of new technologies such as metal goods, food, alcohol, guns, mirrors, textiles) – social (e.g., impact of new technologies on traditional food gathering and preparation; shift in family systems) – political (e.g., shifts of traditional power to those involved as primary intermediaries in trade with Europeans) – cultural (e.g., artistic evolution due to new technologies and increased wealth) – ecological and environmental (e.g., decimation of sea otter population) <input type="checkbox"/> evaluate the extent to which changes resulting from contact were positive or negative for BC First Nations during the maritime fur trade

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C3 assess the economic, social, political, and cultural impacts of contact with Europeans on BC First Nations during the period of the land-based fur trade up to Confederation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe the main developments in European colonization of British Columbia up to Confederation, including <ul style="list-style-type: none"> – transition from the maritime fur trade to the land-based fur trade – the gold rushes – settlement of boundary issues with the United States – establishment of early European settlements <input type="checkbox"/> describe the impacts on First Nations of contact with Europeans in the period of the land-based fur trade, including <ul style="list-style-type: none"> – economic and political (e.g., growth of the cash economy, changes in First Nations settlement patterns, the Douglas treaties, Joseph Trutch and the development of British colonial policy involving land pre-emption and prohibition on Aboriginal land ownership) – social and demographic (e.g., role of Aboriginal women in the fur trade, shift in family systems, decimation of populations due to disease epidemics) – cultural (e.g., loss of hereditary leaders due to epidemics, increased missionary influence) – ecological and environmental (e.g., decimation of beaver populations) <input type="checkbox"/> defend a position with respect to the impact of contact on BC First Nations, using relevant supporting evidence
<p>C4 analyse post-Confederation government policies and jurisdictional arrangements that affected and continue to affect BC First Nations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> compare pre-Confederation and post-Confederation government policies toward First Nations with reference to <ul style="list-style-type: none"> – the Royal Proclamation of 1763 – the Douglas treaties – Joseph Trutch – the terms of union (1871) – the <i>Indian Act</i> (1876 and subsequent amendments) – fisheries management – the <i>Constitution Act</i> (1982) <input type="checkbox"/> explain the intent of the following, and their significance for the lives of First Nations people, including their human rights implications: <ul style="list-style-type: none"> – anti-potlatch policy and legislation – the reserve system – the classification system set out in the <i>Indian Act</i> (i.e., designating individuals as status, non-status, etc.) – the residential school system – the “scoop-up” of Aboriginal children for foster placement or adoption <input type="checkbox"/> analyse the division of powers in Canada (federal vs. provincial) and its historical and present-day impact on issues related to First Nations

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C5 analyse the varied and evolving responses of First Nations peoples to contact and colonialism</p>	<ul style="list-style-type: none"> ❑ explain the significance of the following as First Nations responses to colonialism: <ul style="list-style-type: none"> – the 1864 “Tsilqoh’tin (Chilcotin) War” – the 1874 Sto:lo petition to the Province – the 1887 Nisga’a and Tsimshian journeys to Victoria – the 1910 Laurier Memorial – the 1911 Victoria conference (the Indian Tribes of BC and the McBride government) – the Native Brotherhood of British Columbia – the protests against the 1969 White Paper – the Calder (1973), Sparrow (1990), Guerin (1984), Delgamuukw (1991), and Van der Peet (1995) cases – confrontations at Oka and Gustafson Lake – local incidents of resistance ❑ analyse land issues with reference to key events in First Nations resistance to land encroachment – locally, provincially, and nationally

CULTURAL EXPRESSIONS

In relation to this curriculum organizer, students will address the significance of oral traditions and various forms of Aboriginal artistic expression (including stories, songs, dance, drama, literature, and creation of imagery and art objects).

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>D1 explain the function and significance of the oral tradition, including storytelling, drama, song, and dance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> define <i>oral tradition</i>, including acknowledgment of performance aspects (e.g., song, drama, dance) <input type="checkbox"/> identify various uses of First Nations oral records, including <ul style="list-style-type: none"> – ensuring cultural continuity (knowledge of ancestors) – maintaining the identity of First Nations individuals and communities – recording ownership of property and territory, political agreements, legal proceedings, survival skills – enhancing understanding of history – “mapping” the geography of an area (e.g., recording and “documenting” land claim information) <input type="checkbox"/> recognize the similarities and differences in oral and written records
<p>D2 explain the significance of First Nations creation, origin, and trickster/transformer stories</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of social responsibility and moral teachings evident in traditional stories <input type="checkbox"/> demonstrate the performance aspect of oral stories (e.g., in conjunction with drama, singing, dancing; oratorical qualities) <input type="checkbox"/> give examples of cultural protocols involved in using traditional stories
<p>D3 interpret literature by Aboriginal authors</p>	<ul style="list-style-type: none"> <input type="checkbox"/> analyse authentic and stereotypical portrayals of Aboriginal people in various works, both historical and contemporary <input type="checkbox"/> identify common themes, similar forms, or similar characters in works of literature by two or more Aboriginal authors

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>D4 explain the significance of traditional and contemporary Aboriginal art objects</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify characteristic and distinctive features of buildings, carvings, pictures, and art objects such as masks, jewellery, paddles, baskets, containers, and clothing (e.g., use of natural materials, reference to natural themes, integration of the practical and decorative) <input type="checkbox"/> create a biographical and interpretive profile of a contemporary Aboriginal artist <input type="checkbox"/> compare art objects from two or more BC First Nations cultures, with reference to their cultural significance <input type="checkbox"/> interpret works of art created by Aboriginal people as expressions of local culture
<p>D5 evaluate the importance for Aboriginal peoples to determine the use of their artistic traditions and historical artefacts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of First Nations artistic expression in the contemporary economy (e.g., the use of First Nations artistic traditions by Aboriginal architects, designers, curators, authors, jewellers, artists, retailers, etc.) <input type="checkbox"/> defend a position on the issue of cultural appropriation <input type="checkbox"/> represent a point of view on the issue of repatriating cultural artefacts from BC held in collections around the world

LEADERSHIP AND SELF-DETERMINATION

In relation to this curriculum organizer, students will critically examine the historical roots of contemporary positions and priorities adopted by Aboriginal peoples in Canada with respect to governance and self-determination.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>E1 describe challenges during the 20th century that led to the emergence of contemporary Aboriginal leadership, including reference to</p> <ul style="list-style-type: none"> – Aboriginal veterans – Aboriginal women – Métis – Aboriginal leaders and organizations – the <i>Indian Act</i> (with successive amendments) <p><i>Leadership and Self-Determination</i> <i>PLO E1 continued on next page</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe the experiences of Aboriginal veterans during and after the two World Wars and the Korean War, with reference to their struggle for recognition and rights as Canadian veterans <input type="checkbox"/> describe contemporary social, economic development, and cultural issues facing First Nations, including <ul style="list-style-type: none"> – recognition and identity – education – poverty – health care – control and management of resources – governance – growth in off-reserve population – language preservation <input type="checkbox"/> identify historical and contemporary challenges facing Aboriginal women within Aboriginal and Canadian societies, such as <ul style="list-style-type: none"> – loss of status rights when marrying a “non-native” person (before 1985) – impact of wage labour economy on traditional family structure – loss of children to residential schools – erosion of female parenting role models due to residential schooling – economic disparities between women and men – stereotyping – vulnerability to violence – under-representation in leadership

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Leadership and Self-Determination</i> PLO E1 continued from previous page</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify and describe the accomplishments of leaders and organizations that emerged in response to challenges, including <ul style="list-style-type: none"> – the Native Brotherhood of BC – provincial or community leaders (e.g., Frank Calder, Joe Gosnell, Ed John, George Manuel) – the Union of BC Indian Chiefs – the Assembly of First Nations – the First Nations Summit – The Métis Provincial Council of BC – Native Women’s Association of Canada – the North American Indigenous Games Council – one or more recipients of the National Aboriginal Achievement Awards (role models) <input type="checkbox"/> research and present information about the accomplishments of a 20th century or contemporary Aboriginal leader at the local, provincial, or national level <input type="checkbox"/> demonstrate awareness of historical and current issues related to the Métis in Canada, including <ul style="list-style-type: none"> – hunting and fishing rights (e.g., with reference to court cases such as Pawley, 2004) – land base and resource base issues (e.g., Métis land claims) – self-governance issues
<p>E2 compare traditional and contemporary First Nations systems of governance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe the traditional governance system of a particular BC First Nation (e.g., local) <input type="checkbox"/> recognize commonalities in traditional First Nations systems of governance (e.g., consensus/collaborative decision-making, hereditary roles based on both matrilineal and patrilineal ties, authority based on personal attributes) <input type="checkbox"/> describe and critique the contemporary model of band governance set out in the <i>Indian Act</i> <input type="checkbox"/> describe the roles, responsibilities, and achievements of current Aboriginal groups and leaders – locally, provincially, and nationally
<p>E3 analyse contemporary legislation, policies, and events affecting the self-determination of Aboriginal peoples</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explain the significance of Supreme Court of Canada decisions for Aboriginal peoples, with reference to key cases, including Calder (1973), Guerin (1984), Sparrow (1990), Delgamuukw (1991), and Van der Peet (1995) <input type="checkbox"/> demonstrate an understanding of contemporary negotiations, processes, and agreements pertaining to Aboriginal governance and self-determination, including <ul style="list-style-type: none"> – the BC Treaty Commission process – the Nisga’a Treaty – Bill C-32 (Sechelt)



LEARNING RESOURCES

BC First Nations Studies 12

This section contains general information on learning resources, and provides an Internet link to the titles, descriptions, and ordering information for the recommended learning resources in the BC First Nations Studies 12 Grade Collection.

What Are Recommended Learning Resources?

Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a "starter set" of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?

Teachers must use either:

- provincially recommended resources OR
- resources that have been evaluated through a local, board-approved process

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

What Are the Criteria Used to Evaluate Learning Resources?

The Ministry of Education facilitates the evaluation of learning resources that support BC curricula,

and that will be used by teachers and/or students for instructional and assessment purposes. Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002)
www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf

What Funding is Available for Purchasing Learning Resources?

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

What Kinds of Resources Are Found in a Grade Collection?

The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers and suborganizers. Each chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

BC FIRST NATIONS STUDIES 12 GRADE COLLECTION

The Grade Collection for BC First Nations Studies 12 lists the recommended learning resources for this course. Resources previously recommended for the 2000 version of the curriculum, where still valid, continue to support this updated IRP. The ministry updates the Grade Collection on a regular basis as new resources are developed and evaluated.

Please check the following ministry web site for the most current list of recommended learning resources in the BC First Nations Studies 12 Grade Collection: www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm

