



## Grade 4

<b>Applied Design, Skills, and Technologies</b>	<b>Curricular Competencies:</b> Demonstrate their product and describe their process  Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment	
<b>Arts Education</b>	<b>Curricular Competencies:</b> Traditional and contemporary Aboriginal arts and arts-making processes	<b>Elaboration:</b> Dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies or rituals as part of cultural tradition.
<b>Career Education</b>	<b>Content:</b> Cultural and social awareness	<b>Elaboration:</b> Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions
<b>English Language Arts</b>	<b>Curricular Competencies:</b> Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts   Identify how story in First Peoples cultures connects people to land	<b>Elaboration:</b> the means by which culture is transmitted over generations other than through written records <ul style="list-style-type: none"> <li>- Among First Peoples, oral tradition may consist of told stories, songs, and other types of distilled wisdom or information, often complemented by dance or various forms of visual representation, such as carvings or masks</li> <li>- In addition to expressing <i>spiritual</i> and <i>emotional</i> truth (e.g., by symbol and metaphor), it provides a record of <i>literal</i> truth (e.g., about events and situations).</li> <li>- The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system</li> </ul> First Peoples stories were created to explain the landscape, the seasons, and local events.
<b>Mathematics</b>	<b>Curricular Competencies:</b> Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures	<b>Elaboration</b> <ul style="list-style-type: none"> <li>- Patterns are important in First Peoples technology, architecture, and artwork.</li> </ul>

	<p>Connect mathematical concepts to each other and to other areas and personal interests</p> <p>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</p> <p><b>Content</b></p> <p>How to tell time with analog and digital clocks, using 12- and 24-hour clocks</p> <p>Regular and irregular polygons</p> <p>Probability Experiments</p>	<ul style="list-style-type: none"> <li>- To develop a sense of how mathematics helps us understand ourselves and the world around us (e.g., daily activities, local and traditional practices, the environment, popular media and news events, social justice, and cross-curricular integration)</li> <li>- Invite local First Peoples Elders and knowledge keepers to share their knowledge.</li> <li>- Bishop’s cultural practices: counting, measuring, locating, designing, playing, explaining (csus.edu/individ/o/oreyd/ACP.htm_files/abishop.htm) aboriginaleducation.ca</li> <li>- <i>Teaching Mathematics in a First Nations Context</i>, FNEESC fnesc.ca/k-7/</li> </ul> <p><b>Elaboration</b></p> <ul style="list-style-type: none"> <li>- First Peoples use of numbers in time and seasons, represented by seasonal cycles and moon cycles (e.g., how position of sun, moon, and stars is used to determine times for traditional activities, navigation)</li> <li>- Yup’ik border patterns</li> <li>- Dene/Kaska hand games, Lahal stick games</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Content:</b></p> <p>Different types of physical activities, including individual and dual activities, rhythmic activities, and games</p> <p>Factors that influence self-identity, including body image and social media</p>	<p><b>Elaboration:</b></p> <p>e.g. Traditional Aboriginal games</p> <p>Students might receive and/or send comments to others around various topics, including: how they look; what they’re wearing; what they believe in; what their cultural background might be</p>
<p><b>Science</b></p>	<p><b>Curricular Competencies:</b></p> <p>Identify First Peoples perspectives and knowledge as sources of information</p> <p>Express and reflect on personal experiences of place</p>	<p><b>Elaboration:</b></p> <p>Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives of the world</p>

	<p><b>Content:</b> The effects of the relative positions of the sun, moon, and Earth including local First Peoples perspectives</p>	<p><b>Elaboration:</b> Teachings and stories about the sun and the moon</p>
<p><b>Social Studies</b></p>	<p><b>Curricular Competencies:</b></p> <p>Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)</p> <ul style="list-style-type: none"> <li>- Use primary sources to make inferences about contemporary attitudes toward First Peoples during the gold rush years</li> <li>- Compare and contrast European and First Peoples accounts of the same event</li> </ul> <p>Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)</p> <ul style="list-style-type: none"> <li>- Track the positive and negative effects of key events in BC’s development on First Peoples</li> </ul> <p>Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective)</p> <ul style="list-style-type: none"> <li>- Compare the “discovery” and “exploration” of North America from European and First Peoples perspectives</li> <li>- Who benefited most from the early west coast fur trade: First Peoples or Europeans?</li> </ul> <p>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment)</p> <ul style="list-style-type: none"> <li>- Evaluate the fairness of BC’s treaty process</li> <li>- Describe the importance of protecting minority rights in a democracy</li> <li>- Identify key events and issues in First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, the establishment of the residential school system, potlatch ban, reserve system, treaties)</li> </ul>	<p><b>Content:</b></p> <p>Contact, trade, cooperation, and conflict between First Peoples and European peoples</p> <ul style="list-style-type: none"> <li>- provision of muskets to First Peoples by Europeans</li> <li>- spread of horses to the Prairies</li> <li>- marriages between First Peoples and Europeans</li> <li>- colonial wars and alliances between Europeans and First Peoples (e.g., between Maquinna (Nuu-chah-nulth) and the Cook expedition or between French colonists and the First Peoples living around the Great Lakes)</li> </ul> <p>Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities</p> <ul style="list-style-type: none"> <li>- disease</li> <li>- European and American settlement and migration</li> <li>- increases in raids causing decreases in population</li> <li>- relocation/resettlement of First Peoples</li> </ul> <p>The impact of colonization on First Peoples societies in British Columbia and Canada</p> <ul style="list-style-type: none"> <li>- disease and demographics</li> <li>- trade</li> <li>- more complex political systems</li> <li>- loss of territory</li> <li>- impact on language and culture</li> <li>- key events and issues regarding First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, potlatch ban, reserve system, residential schools, treaties)</li> </ul> <p>The history of the local community and of local First Peoples communities</p> <ul style="list-style-type: none"> <li>- local archives and museums</li> </ul>

## Grade 5

<b>Applied Design, Skills, and Technologies</b>	<b>Curricular Competencies:</b> Demonstrate their product and describe their process  Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment	
<b>Arts Education</b>	<b>Curricular Competencies:</b> Traditional and contemporary Aboriginal arts and arts-making processes	<b>Elaboration:</b> Dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies or rituals as part of cultural tradition
<b>Career Education</b>	<b>Content:</b> Cultural and social awareness	<b>Elaboration:</b> Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions
<b>English Language Arts</b>	<b>Curricular Competencies:</b> Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts          Identify how story in First Peoples cultures connects people to land	<b>Elaboration:</b> The means by which culture is transmitted over generations other than through written records <ul style="list-style-type: none"> <li>- Among First Peoples, oral tradition may consist of told stories, songs, and other types of distilled wisdom or information, often complemented by dance or various forms of visual representation, such as carvings or masks.</li> <li>- In addition to expressing <i>spiritual</i> and <i>emotional</i> truth (e.g., by symbol and metaphor), it provides a record of <i>literal</i> truth (e.g., about events and situations).</li> <li>- The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system</li> </ul> First Peoples stories were created to explain the landscape, the seasons, and local events

<p><b>Mathematics</b></p>	<p><b>Curricular Competencies:</b></p> <p>Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</p> <p>Connect mathematical concepts to each other and to other areas and personal interests</p> <p>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</p> <p><b>Content:</b></p> <p>Number concepts to 1 000 000</p> <p>Relationships between area and perimeter</p> <p>Single transformations</p>	<p><b>Elaboration:</b></p> <ul style="list-style-type: none"> <li>- In daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration</li> <li>- Have students pose and solve problems or ask questions connected to place, stories, and cultural practices</li> <li>- Elder communication to explain harvest traditions and sharing practices</li> <li>- To develop a sense of how mathematics helps us understand ourselves and the world around us (e.g., daily activities, local and traditional practices, the environment, popular media and news events, social justice, and cross-curricular integration)</li> <li>- Invite local First Peoples Elders and knowledge keepers to share their knowledge.</li> <li>- Bishop’s cultural practices: counting, measuring, locating, designing, playing, explaining (<a href="http://csus.edu/indiv/o/oreyd/ACP.htm_files/abishop.htm">csus.edu/indiv/o/oreyd/ACP.htm_files/abishop.htm</a>) <a href="http://aboriginaleducation.ca">aboriginaleducation.ca</a></li> <li>- <i>Teaching Mathematics in a First Nations Context</i>, FNESC <a href="http://fnesc.ca/k-7/">fnesc.ca/k-7/</a></li> </ul> <p><b>Elaboration:</b></p> <ul style="list-style-type: none"> <li>- First Peoples use unique counting systems (e.g., Tsimshian use of three counting systems, for animals, people and things; Tlingit counting for the naming of numbers e.g., 10 = two hands, 20 = one person)</li> <li>- use traditional dwellings</li> <li>- Invite a local Elder or knowledge keeper to talk about traditional measuring and estimating techniques for hunting, fishing, and building.</li> <li>- weaving, cedar baskets, designs</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Content:</b></p> <p>How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</p>	<p><b>Elaboration:</b></p> <p>e.g. traditional Aboriginal games</p>

<b>Science</b>	<p><b>Content:</b></p> <p>Identify First Peoples perspectives and knowledge as sources of information</p>	<p><b>Elaboration:</b></p> <ul style="list-style-type: none"> <li>- First Peoples concepts of interconnectedness in the environment</li> <li>- Everything in the environment is one/connected (e.g., sun, sky, plants and animals) and we have a responsibility to care for them</li> <li>- First Peoples knowledge of sustainable practices</li> </ul>
<b>Social Studies</b>	<p><b>Curricular Competencies:</b></p> <p>Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments</p> <p>Levels of government, their main functions, and sources of funding</p> <p>Participation and representation in Canada’s system of government</p> <p>First Peoples land ownership and use</p>	<p><b>Elaboration</b></p> <p>Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)</p> <ul style="list-style-type: none"> <li>- Numbered treaties with First Peoples</li> <li>- Reduction or relocation of First Nations reserves</li> <li>- What effects did residential schools have on First Nations families and communities</li> <li>- Elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Nations leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general)</li> <li>- First Peoples governance</li> <li>- Treaties, burial grounds, housing, hunting and fishing, land claims disputes</li> <li>- How do First Peoples balance economic development with traditional uses of the land?</li> <li>- How fair has BC’s treaty process been? Explain your answer</li> </ul>

## Grade 6

<p><b>Applied Design, Skills, and Technologies</b></p>	<p><b>Curricular Competencies:</b></p> <p>Empathize with potential users to find issues and uncover needs and potential design opportunities</p> <p>Identify criteria for success and any constraints</p> <p>Identify and use sources of information</p> <p>Identify how the land, natural resources, and culture influence the development and use of tools and technologies</p> <p><b>Content:</b></p> <p>Factors that influence food choices, including cost, availability, and family and cultural influences</p> <p>Range of uses of textiles</p> <p>Hand construction techniques for producing and/or repairing textile items</p> <p>Ways in which wood is used in local cultural and economic contexts</p>		<p><b>Elaboration:</b></p> <p>May include self, peers, younger children, family or community members, customers, plants, or animals</p> <p>Limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred</p> <p>Including seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres</p> <p><b>Elaboration:</b></p> <p>e.g. Hand sewing, knitting (needles, arm, spool), crocheting, weaving, darning, up-cycling (e.g., turning an underused item into something else), embellishing existing items</p> <p>e.g. Ceremonial regalia</p>
<p><b>Arts Education</b></p>	<p><b>Curricular Competencies:</b></p> <p>Traditional and contemporary Aboriginal arts and arts-making processes</p>	<p><b>Elaboration:</b></p> <p>Dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies or rituals as part of cultural tradition</p>	
<p><b>Career Education</b></p>	<p><b>Curricular Competencies:</b></p> <p>Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices</p>		<p><b>Elaboration:</b></p> <p>Includes understanding that learning is holistic, reflective, reflexive, experiential, and relational—focused on connectedness, reciprocal relationships, and a sense of place</p>

	<p>Recognize the influence of peers, family, and communities on career choices and attitudes toward work</p> <p><b>Content:</b> Local and global needs and opportunities</p> <p>Cultural and social awareness</p> <p>Role of mentors, family, community, school, and personal network in decision making</p>	<p>Career choices ultimately support the well-being of the self, the family, and the community. Learning involves generational roles and responsibilities</p> <p><b>Elaboration:</b> Social justice, environmental stewardship, sustainability, effective use of resources, etc.</p> <p>Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.</p>
<p><b>English Language Arts</b></p>	<p><b>Curricular Competencies:</b> Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p>	<p><b>Elaboration</b> The means by which culture is transmitted over generations other than through written records</p> <ul style="list-style-type: none"> <li>- Among First Peoples, oral tradition may consist of told stories, songs, and other types of distilled wisdom or information, often complemented by dance or various forms of visual representation, such as carvings or masks</li> <li>- In addition to expressing <i>spiritual</i> and <i>emotional</i> truth (e.g., by symbol and metaphor), it provides a record of <i>literal</i> truth (e.g., about events and situations)</li> <li>- The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Curricular Competencies:</b></p> <p>Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</p> <p>Connect mathematical concepts to each other and to other areas and personal interests</p>	<p><b>Elaboration:</b></p> <p>In daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration</p> <ul style="list-style-type: none"> <li>- Have students pose and solve problems or ask questions connected to place, stories, and cultural practices</li> <li>- Elder communication to explain harvest traditions and sharing practices</li> <li>- To develop a sense of how mathematics helps us understand ourselves and the world around us (e.g., daily activities, local and traditional practices, the environment, popular media and news events, social justice, and cross-curricular integration)</li> </ul>

	<p>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</p> <p><b>Content:</b></p> <p>Improper fractions and mixed numbers</p> <p>multiplication and division of decimals</p> <p>Area of triangles, parallelograms, and trapezoids</p> <p>Volume and Capacity</p> <p>Combinations of transformations</p> <p>Single-outcome probability, both theoretical and experimental</p>	<ul style="list-style-type: none"> <li>- Invite local First Peoples Elders and knowledge keepers to share their knowledge</li> <li>- Bishop's cultural practices: counting, measuring, locating, designing, playing, explaining (<a href="http://csus.edu/indiv/o/oreyd/ACP.htm_files/abishop.htm">csus.edu/indiv/o/oreyd/ACP.htm_files/abishop.htm</a>) <a href="http://aboriginaleducation.ca">aboriginaleducation.ca</a></li> <li>- <i>Teaching Mathematics in a First Nations Context</i>, FNESC <a href="http://fnesc.ca/k-7/">fnesc.ca/k-7/</a></li> </ul> <p><b>Elaboration:</b></p> <ul style="list-style-type: none"> <li>- Birchbark biting</li> <li>- Birchbark biting</li> <li>- Birchbark biting</li> <li>- Berry baskets, seaweed drying</li> <li>- Use shapes in First Peoples art to integrate printmaking (e.g., Inuit, Northwest coastal First Nations, frieze work) (<a href="http://mathcentral.uregina.ca/RR/database/RR.09.01/mcdonald1/">mathcentral.uregina.ca/RR/database/RR.09.01/mcdonald1/</a>)</li> <li>- Lahal stick games</li> </ul>
<b>Physical Education</b>	<p><b>Content:</b></p> <p>How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</p>	<p><b>Elaboration:</b></p> <p>e.g. Traditional Aboriginal games</p>
<b>Science</b>	<p><b>Curricular Competencies:</b></p> <p>Identify First Peoples perspectives and knowledge as sources of information</p> <p>Identify some of the assumptions in secondary sources</p>	<p><b>Elaboration:</b></p> <ul style="list-style-type: none"> <li>- Secondary sources of evidence could include anthropological and contemporary accounts of First Peoples of BC, news media, archives, journals, etc.</li> </ul>

	<p>Express and reflect on personal, shared, or others' experiences of place</p> <p><b>Content:</b></p> <p>Local First Peoples knowledge of separation and extraction methods</p> <p>The position, motion, and components of our solar system in our galaxy</p>	<ul style="list-style-type: none"> <li>- Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives of the world</li> </ul> <p><b>Elaboration:</b></p> <ul style="list-style-type: none"> <li>- Historical and current First Peoples use of separation and extraction methods (e.g., eulachon oil, extraction of medicines from plants, pigments, etc.)</li> <li>- First Peoples perspectives regarding aurora borealis and other celestial phenomena</li> </ul>
<p><b>Social Studies</b></p>	<p><b>Content:</b></p> <p>Global poverty and inequality issues, including class structure and gender</p> <p>Roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples</p> <p>Different systems of government</p>	<p><b>Elaboration:</b></p> <p>Treatment of minority populations in Canada and in other cultures and societies you have studied (e.g., segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, South African Apartheid, the Holocaust, internment of Japanese-Canadians, Head Tax on Chinese immigrants; caste and class systems)</p> <p>United Nations; International Criminal Court; World Trade Organization; international aid; activists; lobby groups; international aid groups (e.g., Medecins sans Frontieres [Doctors without Borders]); Private foundations (Bill &amp; Melinda Gates Foundation)</p> <p>Indigenous governance</p>