



## Grade 7

<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>For example, 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>Content:</b></p> <p>Traditional and contemporary Aboriginal arts and arts-making processes</p> <p>Symbolism and metaphor to explore ideas and perspective</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>Use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., identity can be represented by abstraction in a self-portrait, melodies, or animal forms in Aboriginal hoop dancing)</p>

	<p>A variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places</p> <p>Ethical considerations and cultural appropriation</p>	<p>The results of creative processes in disciplines such as dance, drama, music, and visual arts</p> <p>Use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, etc. shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</p>
<b>Career Education</b>	<p><b>Curricular Competencies:</b></p> <p>Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices</p> <p>Recognize the influence of peers, family, and communities on career choices and attitudes toward work</p> <p><b>Content:</b></p> <p>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><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>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></p> <p>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>
<b>English Language Arts</b>	<p><b>Curricular Competencies:</b></p> <p>Recognize the validity of First Peoples oral tradition for a range of purposes</p>	<p><b>Elaboration:</b></p> <p>Students should be prompted to recognize the similarities and differences between oral and written records, and to understand that oral tradition has the same validity, importance, and permanence for First Peoples as written texts do for other cultures</p>
<b>Mathematics</b>	<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><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> </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>Discrete linear relations, using expressions, tables, and graphs</p> <p>Two-step equations with whole-number coefficients, constants, and solutions</p> <p>Circumference and area of circles</p> <p>Volume of rectangular prisms and cylinders</p> <p>Cartesian coordinates and graphing</p> <p>Combinations of Transformations</p>	<ul style="list-style-type: none"> <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>, FNEESC <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>- Small Number stories: <i>Small Number and the Old Canoe</i>, <i>Small Number Counts to 100</i> (<a href="http://mathcatcher.irmacs.sfu.ca/stories">mathcatcher.irmacs.sfu.ca/stories</a>)</li> <li>- Spirit canoe trip pre-planning and calculations</li> <li>- Small Number stories: <i>Small Number and the Big Tree</i> (<a href="http://mathcatcher.irmacs.sfu.ca/stories">mathcatcher.irmacs.sfu.ca/stories</a>)</li> <li>- Drummaking, dreamcatcher making, stories of SpiderWoman (Dene, Cree, Hopi, Tsimshian), basket making, quill box making (Note: Local protocols should be considered when choosing an activity.)</li> <li>- Volume = area of base x height</li> <li>- Bentwood boxes, wiigwaasabak and mide-wiigwaas (birch bark scrolls)</li> <li>- <i>Exploring Math through Haida Legends: Culturally Responsive Mathematics</i></li> <li>- Overlaying coordinate plane on medicine wheel, beading on dreamcatcher, overlaying coordinate plane on traditional maps</li> <li>- First Peoples art, jewelry making, birchbark biting</li> </ul>
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<b>Physical Education</b>	<b>Content:</b> How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games	<b>Elaboration:</b> e.g. Traditional Aboriginal games
<b>Science</b>	<b>Curricular Competencies:</b> Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information  Express and reflect on a variety of experiences and perspectives of place  <b>Content:</b> First Peoples knowledge of changes in biodiversity over time  Local First Peoples knowledge of climate change	<b>Elaboration:</b> Ways of knowing refers to the various beliefs about the nature of knowledge that people have; they can include, but are not limited to, Aboriginal, gender-related, subject/discipline specific, cultural, embodied and intuitive beliefs about knowledge  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  <b>Elaboration:</b> Oral history, change in traditional practice (e.g., the timing of harvest has been impacted by climate change), etc.
<b>Social Studies</b>	<b>Content:</b> Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas	<b>Elaboration</b> Representations of the world according to the religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures

## Grade 8

<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>Sources of textile materials</p> <p>Characteristics of social entrepreneurship in First Nations communities</p> <p>Variety of eating practices</p> <p>First Peoples food use and how that use has changed over time</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>For example, leather, cedar, wool, cotton, felt, embroidery thread, yarn, grasses and reeds, pine needles, sinew, plastic, used items and fabrics (e.g., food wrappers, old clothing)</p> <p>With whom, what, when, how, why, where food is consumed in a variety of situations (e.g., informal, formal, special, and/or ceremonial occasions)</p>
<p>Arts Education</p>	<p><b>Curricular Competencies:</b></p> <p>Traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</p> <p>Symbolism and metaphor to explore ideas and perspective</p>	<p><b>Elaboration:</b></p> <p>Dances, songs, stories, and objects created by <b>Aboriginal peoples</b> for use in daily life or to serve a purpose inspired by ceremonies or rituals as part of cultural tradition.</p> <p>The results of creative processes in disciplines such as dance, drama, music, and visual arts</p>

	<p>Ethical considerations and cultural appropriation</p> <p>A variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places</p>	<p>Use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, etc. shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</p>
<p><b>Career Education</b></p>	<p><b>Curricular Competencies:</b></p> <p>Recognize and explore diverse perspectives on how work contributes to our community and society</p> <p>Appreciate the value of a network of resources and mentors to assist with career exploration</p> <p><b>Content:</b></p> <p>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><b>Elaboration:</b></p> <p>Question and challenge career perceptions and possible career paths and analyze the relationships between work, society, and the economy</p> <p>Include parents, teachers, elders, coaches, extended family, other adults, or peers</p> <p><b>Elaboration:</b></p> <p>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></p> <p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>Develop an awareness of the protocols and ownership associated with First Peoples texts</p>	<p><b>Elaboration:</b></p> <p>Narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers</p> <p>As applied to local stories, protocols are recognized customs and practices about when and where the stories can be shared, who owns them, and who can share them, because the stories have been passed down through generations</p>

<p><b>Mathematics</b></p>	<p><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</p> <p>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</p> <p><b>Content:</b> Two-step equations with whole-number coefficients, constants, and solutions</p> <p>Pythagorean Theorem</p> <p>Construction, views, and nets of 3D objects</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>- Patterns are important in First Peoples technology, architecture, and art.</li> <li>- Have students pose and solve problems or ask questions connected to place, stories, and cultural practices.</li> <li>- Invite local First Peoples Elders and knowledge keepers to share their knowledge</li> </ul> <p><b>Elaboration:</b></p> <ul style="list-style-type: none"> <li>- Spirit canoe journey calculations</li> <li>- Constructing canoe paths and landings given current on a river</li> <li>- First Peoples constellations</li> <li>- Bentwood boxes, lidded baskets, packs</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>
<p><b>Science</b></p>	<p><b>Curricular Competencies:</b> Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information</p> <p>Express and reflect on a variety of experiences and perspectives of place</p>	<p><b>Elaboration:</b></p> <p>Ways of knowing refers to the various beliefs about the nature of knowledge that people have; they can include, but are not limited to, Aboriginal, gender-related, subject/discipline specific, cultural, embodied and intuitive beliefs about knowledge</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></p> <p>Basic functions of the immune system</p> <p>First Peoples knowledge of:</p> <ul style="list-style-type: none"> <li>- local geological formations</li> <li>- significant local geological events</li> </ul>	<p><b>Elaboration:</b></p> <p>Different populations have greater immunity to certain infections than other populations (e.g., impact of smallpox epidemic on First Peoples)</p>
<p><b>Social Studies</b></p>	<p><b>Curricular Competencies:</b></p> <p>Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences</p> <p>Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past</p> <p><b>Content</b></p> <p>Social, political, and economic systems and structures, including those of at least one indigenous civilization</p> <p>Interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</p> <p>Exploration, expansion, and colonization</p> <p>Changes in population and living standards</p>	<p><b>Elaboration:</b></p> <p>What would have been the impacts if the indigenous peoples of the Americas had been immune to smallpox and other diseases?</p> <p>How are different groups represented in various cultural narratives? What lessons can we learn from the loss of languages due to imperialism?</p> <p><b>Elaboration:</b></p> <p>e.g. Cultural diffusion, linguistic changes, Mesoamerica</p> <p>e.g. Contact and conflict, the Americas</p> <p>e.g. Forced and unforced migration and movement of people</p>

## Grade 9

<p><b>Applied Design, Skills, and Technologies</b></p>	<p><b>Curricular Competencies:</b></p> <p>Engage in a period of research and empathetic observation in order to understand design opportunities</p> <p>Identify criteria for success, intended impact and any constraints</p> <p>Identify and use sources of inspiration and information</p> <p>Identify sources of feedback</p> <p>Identify how the land, natural resources, and culture influence the development and use of tools and technologies</p>	<p><b>Elaboration:</b></p> <p>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>Aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people</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>May include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders</p> <p>May include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts</p>
	<p><b>Content:</b></p> <p>The role of social entrepreneurship in First Nations communities</p> <p>First Peoples traditional food use, including ingredients, harvesting/gathering, storage, preparation, and preservation</p> <p>Specific features and purposes of media artworks from the present and the past to explore viewpoints, including those of First Peoples</p> <p>Specific purposes of media use in the social advocacy of First Peoples in Canada</p> <p>Role of textiles in First Peoples cultures</p> <p>The relationship between First Peoples culturally modified trees and the sustainable use of wood</p>	

<b>Arts Education</b>	<p><b>Content:</b> Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works</p> <p>The ethics of cultural appropriation and plagiarism</p>	<p><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.</p> <p>Use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, etc. shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</p>
<b>Career Education</b>	<p><b>Curricular Competencies:</b></p> <p>Recognize and explore diverse perspectives on how work contributes to our community and society</p> <p>Appreciate the value of a network of resources and mentors to assist with career exploration</p> <p><b>Content:</b></p> <p>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><b>Elaboration:</b></p> <p>Question and challenge career perceptions and possible career paths and analyze the relationships between work, society, and the economy</p> <p>Include parents, teachers, elders, coaches, extended family, other adults, or peers</p> <p><b>Elaboration:</b></p> <p>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>
<b>English Language Arts</b>	<p><b>Curricular Competencies:</b></p> <p>Develop an awareness of the diversity within and across First Peoples societies represented in texts</p> <p>Recognize the influence of place in First Peoples and other Canadian texts</p>	<p><b>Elaboration:</b></p> <p>Variety of worldviews and perspectives, diverse traditions, range of historical experiences, wealth of human experiences</p>

<b>Mathematics</b>	<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>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</p> <p><b>Content:</b></p> <p>Two-variable linear relations, using graphing, interpolation, and extrapolation</p> <p>Spatial proportional reasoning</p> <p>Statistics in society</p> <p>Financial literacy — simple budgets and transactions</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>- Patterns are important in First Peoples technology, architecture, and art.</li> <li>- Have students pose and solve problems or ask questions connected to place, stories, and cultural practices.</li> <li>- Invite local First Peoples Elders and knowledge keepers to share their knowledge</li> </ul> <p><b>Elaboration:</b></p> <ul style="list-style-type: none"> <li>- Spirit canoe journey predictions and daily checks</li> <li>- Integration of scale for First Peoples mural work, use of traditional design in current First Peoples fashion design, use of similar triangles to create longhouses/models</li> <li>- Using First Peoples data on water quality, Statistics Canada data on income, health, housing, population</li> <li>- Banking, simple interest, savings, planned purchases</li> <li>- Creating a budget/plan to host a First Peoples event</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>Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information</p>	<p><b>Elaboration:</b></p> <ul style="list-style-type: none"> <li>- Ways of knowing refers to the various beliefs about the nature of knowledge that people have; they can include, but are not limited to, Aboriginal, gender-related, subject/discipline specific, cultural, embodied and intuitive beliefs about knowledge.</li> </ul>

	<p>Express and reflect on a variety of experiences and perspectives of place</p> <p><b>Content:</b></p> <p>First Peoples knowledge of interconnectedness and sustainability</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>- Everything is connected, from local to global; First Peoples perspectives on interconnectedness</li> </ul>
<p><b>Social Studies</b></p>	<p><b>Curricular Competencies:</b></p> <p>Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)</p> <p>Compare and contrast continuities and changes for different groups at the same time period</p> <p>Recognize implicit and explicit ethical judgments in a variety of sources</p> <p>Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)</p> <p><b>Content:</b></p> <p>Political, social, economic, and technological revolutions</p>	<p><b>Elaboration:</b></p> <ul style="list-style-type: none"> <li>- Compare and contrast the events considered by English-Canadian, French-Canadian, and First Peoples scholars to be the most significant during this period</li> <li>- In what ways has the colonization of Canada made life better or worse? And for whom?</li> <li>- Was the Indian Act an unfortunate but well-meaning mistake or was it a shameful abuse of power? What lessons can we learn from the effects of this legislation?</li> <li>- Were American and Canadian/British policies toward First Peoples an example of pre-twentieth century genocide?</li> <li>- What key factors influenced decisions about who should have the vote? (e.g., why were women given the vote after World War I and First Peoples were not?)</li> </ul> <p><b>Elaboration:</b></p> <ul style="list-style-type: none"> <li>- Red River Resistance, Northwest Resistance</li> </ul>

	<p>The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world</p> <p>Local, regional, and global conflicts</p> <p>Discriminatory policies attitudes and historical wrongs</p> <p>Physiographic features of Canada and geological processes</p>	<ul style="list-style-type: none"> <li>- Impact of treaties on First Peoples (e.g., numbered treaties, Vancouver Island treaties)</li> <li>- Impact of the Indian Act, including reservations and the residential school system</li> <li>- Interactions between Europeans and First Peoples</li>   <li>- Chilcotin War, Fraser Canyon War</li>   <li>- Discriminatory policies toward First Peoples, such as the Indian Act, potlatch ban, residential schools</li>   <li>- What effect has the physical geography of Canada had on Canadian and regional identity?</li> <li>- What perspectives do different groups (e.g., environmental groups, people employed in the forest industry, First Peoples, urban and rural populations) have on the use of natural resources?</li> </ul>
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