



Kindergarten

Applied Design, Skills, and Technologies	Curricular Competencies: <p>Make a product using known procedures or through modelling of others</p> <p>Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment</p>	
Arts Education	Curricular Competencies: <p>Traditional and contemporary Aboriginal arts and arts-making processes</p>	Elaboration: <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>
Career Education	Content: <p>Cultural and social awareness</p>	Elaboration: <p>Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions</p>
English Language Arts	Curricular Competencies: <p>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</p> <p>Recognize the importance of story in personal, family, and community identity</p>	Elaboration: <p>Connecting to personal knowledge, experiences, and traditions; participating in community and cultural traditions and practices; asking questions related to the topic at hand</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</p>
Mathematics	Curricular Competencies: <p>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</p>	Elaboration: <p>e.g. Token value (e.g., wampum bead/trade beads for furs)</p>

Physical Education	Content: How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games	Elaboration: e.g. Traditional Aboriginal games
Science	Curricular Competencies: Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge Express and reflect on personal experiences of place Content: Local First Peoples uses of plants and animals First Peoples knowledge of seasonal changes	Elaboration: 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. First Peoples practice and knowledge of plant and animal use (e.g., local berries or food, plants and animals, conservation of resources)
Social Studies	Content: People, places, and events in the local community, and in local First Peoples communities	Elaboration: People (e.g., political leaders like the mayor or band council, school officials, local businesspeople)

Grade 1

Applied Design, Skills, and Technologies	Curricular Competencies: <p>Make a product using known procedures or through modelling of others</p> <p>Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment</p>	
Arts Education	Content: <p>Traditional and contemporary Aboriginal arts and arts-making processes</p>	Elaboration: <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>
Career Education	Content: <p>Cultural and social awareness</p>	Elaboration: <p>Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions</p>
English Language Arts	Curricular Competencies: <p>Show awareness of how story in First Peoples cultures connects people to family and community</p> <p>Elaboration: <p>Traditional and contemporary First Peoples stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes: teaching (e.g., life lessons, community responsibilities, rites of passage); sharing creation stories; recording personal, family, and community histories; “mapping” the geography and resources of an area; ensuring cultural continuity (e.g., knowledge of ancestors, language); healing; entertainment (from <i>In Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom</i>, FNESC/FNSA, 2012)</p> </p>	
Mathematics	Curricular Competencies: <p>Estimate reasonably</p> <ul style="list-style-type: none"> - First Peoples people used specific estimating and measuring techniques in daily life 	Content: <p>Number concepts to 20</p> <ul style="list-style-type: none"> - Using counting collections made of local materials; counting in different languages; different First Peoples counting systems (e.g., Tsimshian);

	<ul style="list-style-type: none"> - (e.g., estimating time using environmental references and natural daily/seasonal cycles, estimating temperatures based on weather systems). <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> <ul style="list-style-type: none"> - Patterns are important in First Peoples technology, architecture, and artwork. <p>Connect mathematical concepts to each other and to other areas and personal interests</p> <ul style="list-style-type: none"> - 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) <p>Incorporate First Peoples worldviews and perspectives to make connections to</p> <ul style="list-style-type: none"> - Invite local First Peoples Elders and knowledge keepers to share their knowledge. 	<ul style="list-style-type: none"> - (<i>Books: Learn to Count (published by Native Northwest); Counting Wild Bears, by Gryn White; We All Count, by Jason Adair; We All Count, by Julie Flett, Tlingit Math Book</i>) <p>Ways to make 10</p> <ul style="list-style-type: none"> - Traditional First Peoples counting methods involved using fingers to count to 5 and for groups of 5 <p>Direct Measurement</p> <ul style="list-style-type: none"> - Book: <i>An Anishnaabe Look at Measurement</i>, by Rhonda Hopkins and Robin King-Stonefish <p>Likelihood of familiar life events, using comparative language</p> <ul style="list-style-type: none"> - Cycles (Elder or knowledge keeper to speak about ceremonies and life events) <p>Financial Literacy - values of coins, and monetary exchanges</p> <ul style="list-style-type: none"> - Trade games, with understanding that objects have variable value or worth (shells, beads, furs, tools)
Physical Education	<p>Content:</p> <p>How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</p>	<p>Elaboration:</p> <p>e.g. Traditional Aboriginal games</p>
Science	<p>Curricular Competencies:</p> <p>Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge Express and reflect on personal experiences of place</p> <p>Content:</p> <p>Names of local plants and animals</p>	<p>Elaboration:</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>Elaboration:</p> <p>e.g. common, indigenous and scientific</p>

	<p>Specific properties of materials allow us to use them in different ways</p> <p>The knowledge of First Peoples</p> <ul style="list-style-type: none"> - Shared First Peoples knowledge of the sky - Local First Peoples knowledge of the local landscape, plants and animals - Local First Peoples understanding and use of seasonal rounds 	<p>Properties of local materials determine use by First Peoples (local examples: cedar for canoes, mountain goat horns used as spoons, etc.)</p> <ul style="list-style-type: none"> - e.g., may include oral history with Elder—origins and local stories - The relationship of local weather to the four seasons in terms of temperature, cloud cover, precipitation, and wind - Seasonal rounds refers to a pattern of movement from one resource-gathering area to another in a cycle that is followed each year
Social Studies	<p>Content:</p> <p>Key events and developments in the local community, and in local First Peoples communities</p> <p>Diverse cultures, backgrounds, and perspectives within the local and other communities</p>	<p>Elaboration:</p> <p>Different languages, customs, art, music, traditions, holidays, food, clothing, and dress: Community milestones (e.g., the founding of the community, the opening and closing of local businesses, the construction of new buildings); celebrations and holidays; cultural events; growth or decline of a community</p>

Grade 2

Applied Design, Skills, and Technologies	Curricular Competencies: Make a product using known procedures or through modelling of others Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment	
Arts Education	Content: Traditional and contemporary Aboriginal arts and arts-making processes	Elaboration: 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
Career Education	Content: Cultural and social awareness	Elaboration: Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions
English Language Arts	Curricular Competencies: Show awareness of how story in First Peoples cultures connects people to family and community Elaboration: Traditional and contemporary First Peoples stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes: teaching (e.g., life lessons, community responsibilities, rites of passage); sharing creation stories; recording personal, family, and community histories; “mapping” the geography and resources of an area; ensuring cultural continuity (e.g., knowledge of ancestors, language); healing; entertainment (from <i>In Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom</i> , FNEESC/FNSA, 2012)	
Mathematics	Curricular Competencies: 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	Elaboration: <ul style="list-style-type: none"> - In daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration - Have students pose and solve problems or ask questions connected to place, stories, and cultural practices. - Elder communication to explain harvest traditions and sharing practices

	Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts	Invite local First Peoples Elders and knowledge keepers to share their knowledge. <ul style="list-style-type: none"> - Bishop's cultural practices: counting, measuring, locating, designing, playing, explaining (csus.edu/individ/o/oreyd/ACP.htm_files/abishop.htm) - aboriginaleducation.ca - <i>Teaching Mathematics in a First Nations Context</i>, FNEsc fnesc.ca/k-7/
Physical Education	<p>Content:</p> <p>How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</p> <p>Factors that influence self-identity</p>	<p>Elaboration:</p> <p>e.g. Traditional Aboriginal games</p> <p>e.g. Cultural heritage</p>
Science	<p>Curricular Competencies:</p> <p>Express and reflect on personal experiences of place</p> <p>Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge</p> <p>Content:</p> <p>First Peoples use of their knowledge of life cycles.</p> <p>Local First People's knowledge of water:</p> <ul style="list-style-type: none"> - water cycles - conservation - connection to other systems 	<p>Elaboration:</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>Elaboration:</p> <ul style="list-style-type: none"> - Stewardship: sustainably gathering plants and hunting/fishing in response to seasons and animal migration patterns (e.g., clam gardens, seasonal rounds, etc.) - Sustainable fish hatchery programs run by local First Peoples <p>Cultural significance of water (i.e., water is essential for all interconnected forms of life)</p>
Social Studies	<p>Curricular Competencies:</p> <p>Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> - Conduct research (e.g., interview an Elder, visit a museum) to identify changes that have occurred in your community - Give examples of traditions and practices that have endured over time in the communities you have studied

	<p>Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change)</p> <p>Content:</p> <p>Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</p> <p>Roles and responsibilities of regional governments</p>	<ul style="list-style-type: none"> - How has Canada changed over time? - How have people's needs and wants changed over time? - What needs and wants have changed and which have stayed the same? <p>Elaboration:</p> <ul style="list-style-type: none"> - Daily life in different communities (e.g., work, housing, use of the land, education, access to public services and utilities, transportation) - Key cultural aspects (e.g., language, traditions, arts, food) - Cultural diversity within your community <p>Examples of leaders in your community (e.g., mayor, town councillors, chief, Elders, community volunteers) and the places where they meet</p>
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Grade 3

Applied Design, Skills, and Technologies	Curricular Competencies: Make a product using known procedures or through modelling of others Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment	
Arts Education	Content: Traditional and contemporary Aboriginal arts and arts-making processes	Elaboration: 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
Career Education	Content: Cultural and social awareness	Elaboration: Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions
English Language Arts	Curricular Competencies: Show awareness of how story in First Peoples cultures connects people to family and community Develop awareness of how story in First Peoples cultures connects people to land Explore and appreciate aspects of First Peoples oral traditions	Elaboration: Traditional and contemporary First Peoples stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes: teaching (e.g., life lessons, community responsibilities, rites of passage); sharing creation stories; recording personal, family, and community histories; “mapping” the geography and resources of an area; ensuring cultural continuity (e.g., knowledge of ancestors, language); healing; entertainment (from <i>In Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom</i> , FNEESC/FNSA, 2012) First Peoples stories were created to explain the landscape, the seasons, and local events. The means by which culture is transmitted over generations other than through written records - 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

		<ul style="list-style-type: none"> - 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). - The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system
Mathematics	<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>Number concepts to 1000</p> <p>Fraction concepts</p> <p>Multiplication and division concepts</p> <p>Pattern rules using words and numbers, based on concrete experiences</p> <p>construction of 3D objects</p> <p>Likelihood of simulated events, using comparative language</p> <p>Financial Literacy – fluency with coins and bills to 100 dollars and earning and payment</p>	<ul style="list-style-type: none"> - In daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration - Have students pose and solve problems or ask questions connected to place, stories, and cultural practices - Invite local First Peoples Elders and knowledge keepers to share their knowledge. - Elder communication to explain harvest traditions and sharing practices - Instructional resource: <i>Math in a Cultural Context</i>, by Jerry Lipka - Equal sharing, pole ratios as visual parts, medicine wheel, seasons - Fish drying on rack; sharing of food resources in First Peoples communities - Share examples of local First Peoples art with the class, and ask students to notice patterns in the artwork. - Jingle dress bells, bentwood box, birch bark baskets, pithouses - Story: <i>The Snowsnake Game</i> (yukon-ed-show-me-your-math.wikispaces.com/file/view/The%20Snowsnake%20Game.pdf/203828506/The%20Snowsnake%20Game.pdf) - Using pictures of First Peoples trade items (e.g., dentalium shells, dried fish, or tools when available) with the values indicated on the back, have students play a trading game

Physical Education	Content: Different types of physical activities, including individual and dual activities, rhythmic activities, and games Factors that influence self-identity	Elaboration: e.g. Traditional Aboriginal games e.g. Cultural heritage
Science	Curricular Competencies: Express and reflect on personal experiences of place Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge Content The knowledge of local First Peoples of ecosystems local First Peoples knowledge of local landforms	Elaboration: 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 Elaboration: The interconnection between living and non-living things in the local environment; our shared responsibility to care for the local environment (i.e., stewardship); information shared from the local First Peoples community and Elders 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
Social Studies	Curricular Competencies: Explain why people, events, or places are significant to various individuals and groups (significance) <ul style="list-style-type: none"> - Why are stories important to indigenous people? - Why do Elders play and important part in the lives of First Peoples? - What values were significant for local First Peoples? Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)	Content Cultural characteristics and ways of life of local First Peoples and global indigenous peoples <ul style="list-style-type: none"> - Potential First Peoples and global indigenous people for study could include: Local BC First Peoples; Canadian and other North American indigenous people; local indigenous peoples of South America - worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings

	<ul style="list-style-type: none"> - Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) <p>Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change)</p> <ul style="list-style-type: none"> - How has the way of life changed for indigenous people? - How are indigenous cultures viewed today? - How have First Peoples government and leadership changed over time? <p>Recognize the causes and consequences of events, decisions, or developments(cause and consequence)</p> <ul style="list-style-type: none"> - How might present-day Canada be different if First Peoples had not been moved to reserves? - How has the way of life changed for indigenous people? <p>Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events</p> <ul style="list-style-type: none"> - Identify features of indigenous cultures that characterize their relationship to the land - Indigenous peoples’ use of oral tradition rather than written language - How do the values of indigenous people differ from the values of people from other cultures? <p>Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</p> <ul style="list-style-type: none"> - Is the technology we have today better than the traditional technology of indigenous peoples? - Should indigenous cultures and languages be maintained? Explain your reasons - Should anything be done about the loss of indigenous lands? Explain your reasons 	<p>Aspects of life shared by and common to peoples and cultures</p> <ul style="list-style-type: none"> - Family, work, education, systems of ethics and spirituality <p>Interconnections of cultural and technological innovations of global and local indigenous peoples Sample topics:</p> <ul style="list-style-type: none"> - Transportation; clothing; pottery; shelters and buildings; navigation; weapons; tools; hunting and fishing techniques; building techniques; food cultivation and preparation; ceremonies; art; music; basketry and weaving <p>Governance and social organization in local and global indigenous societies</p> <ul style="list-style-type: none"> - Consensus, confederacies, Elders, reservations, band councils, traditional leadership <p>Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures</p> <ul style="list-style-type: none"> - Tools, earth mounds, petroglyphs, oral stories, sacred or significant places and landforms, weapons <p>Relationship between humans and their environment</p> <ul style="list-style-type: none"> - protocols around the world that acknowledge and respect the land - reshaping of the land for resource exploration and development - domestication of animals - organization and techniques of hunting and fishing
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