Indigenous Knowledge and Perspectives: Français langue seconde – immersion K–12

Context

In B.C.’s redesigned curriculum, Indigenous knowledge and perspectives are integrated throughout all areas of learning and are evident in the curriculum’s rationale statements, goals, big ideas, mandated learning standards, and elaborations. The First Peoples Principles of Learning offer a crucial lens for curriculum, placing a significant importance on the authentic integration of Indigenous knowledge and perspectives in relevant and meaningful ways.

The intent behind this integration is to promote a growing understanding of Indigenous peoples in B.C. that will contribute to the development of educated citizens who reflect on and support reconciliation. This approach to Indigenous education encourages enlightened discussion among teachers and students in all areas of learning and grade levels, and this approach values and prioritizes Indigenous knowledge and perspectives that can only be found in B.C.

Purpose

The *Indigenous Knowledge and Perspectives: K-12 Français langue seconde – immersion Curriculum* resource is intended to support teachers in authentically integrating Indigenous knowledge and perspectives into their classrooms. This resource provides a detailed overview of the explicit and implicit references to Indigenous knowledge and perspectives in the Big Ideas, Curricular Competencies,
and Content throughout the K-12 Français langue seconde – immersion curriculum.

Explicit References

Explicit references include the Big Ideas, Curricular Competencies, and Content that directly refer to Indigenous knowledge and perspectives. For example, the Médias et communication numérique 11 curriculum includes the following explicit reference:

Médias et communication numérique 11, Curricular Competency, **Examine diverse points of view in Francophone and First Peoples cultures**

Implicit References

Implicit references are Big Ideas, Curricular Competencies, and Content that indirectlyrefer to Indigenous knowledge and perspectives. For example, the Grade 4 Français langue seconde – immersion curriculum includes the following implicit reference:

Grade 4, Big Idea, **The diversity of cultural elements in texts reflects the cultural diversity within society.**

* oral, written, visual

The implicit references included in this resource represent just one perspective and should not be considered the only interpretation. Identifying implicit references depends on personal and cultural background, prior knowledge and experience, subject-matter expertise, points of view, and connections to place\*. As such, the implicit references in this resource serve only as a guide and should not be viewed as a conclusive list.

Note on Elaborations: Explicit references to Indigenous knowledge and perspectives that are found within the Elaborations of Big Ideas, Curricular Competencies, or Content are considered *implicit* unless they are accompanied by an explicit reference in the Big Ideas, Curricular Competencies, or Content.

The key below shows how the information in the chart is structured:

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| Bolded print | Mandated Learning Standard |
|  | Sub-points of a Learning Standard |
|  | *Elaborations* |
|  | *Key questions or samples* |

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| **FRANÇAIS LANGUE SECONDE – immersion Kindergarten** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  |  |
| Curricular Competencies |  |  |
| Content |  | cultural elements |

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| **FRANÇAIS LANGUE SECONDE – immersion Grade 1** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  |  |
| Curricular Competencies | Recognize Francophone and Aboriginal cultural elements in a text* oral, written, visual
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| Content |  | cultural elements |

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| **FRANÇAIS LANGUE SECONDE – immersion Grade 2** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | Awareness of other cultures helps us discover our own culture and build our own identity. |
| Curricular Competencies | Identify, in Francophone and Aboriginal texts, elements that are present in one’s own culture* oral, written, visual
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| Content |  | cultural elements |

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| **FRANÇAIS LANGUE SECONDE – immersion Grade 3** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | Texts present cultural elements that allow us to experience or understand different viewpoints.* oral, written, visual
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| Curricular Competencies |  | Recognize that there are similarities and differences between one’s own culture and those of others |
| Content |  | cultural elements |

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| **FRANÇAIS LANGUE SECONDE – immersion Grade 4** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | The diversity of cultural elements in texts reflects the cultural diversity within society.* oral, written, visual
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| Curricular Competencies | Recognize the diversity of cultural elements from Aboriginal and other cultures, within the same society |  |
| Content |  | cultural elements |

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| **FRANÇAIS LANGUE SECONDE – immersion Grade 5** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | Interactions with other people reveal their varied perspectives and thus expose human diversity. |
| Curricular Competencies | Identify the cultural and historical elements in Aboriginal and other texts, to put them into context* oral, written, visual
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| Content |  | consideration of other people’s perspectivescultural and historical elements |

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| **FRANÇAIS LANGUE SECONDE – immersion Grade 6** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | Discovering other cultures encourages us to examine our own mores and values. |
| Curricular Competencies | Identify the cultural and historical elements in Aboriginal and other texts, and compare them to one’s own cultural and historical reference points* oral, written, visual
 | Identify the different ways of telling a story and how this affects the audienceExpress views in a manner that recognizes the value of other people’s viewpoints, in order to broaden one’s own perspective and that of peers |
| Content |  elements of oral tradition in Aboriginal texts* oral narratives, songs and circular thinking
 | cultural and historical elements |

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| **FRANÇAIS LANGUE SECONDE – immersion Grade 6T** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | Discovering a new culture requires identifying the ways in which it resembles our own culture. |
| Curricular Competencies | Identify, in Francophone and Aboriginal texts, themes and elements that are present in one’s own culture* oral, written, visual
 | Recognize that there are similarities and differences between one’s own culture and other cultures |
| Content |  elements of oral tradition in Aboriginal texts* oral narratives, songs and circular thinking
 | cultural elements |

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| **FRANÇAIS LANGUE SECONDE – immersion Grade 7** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | Expressing our thoughts enables us to situate ourselves in relation to our own and others’ cultures. |
| Curricular Competencies | Compare the cultural elements of different Francophone and Aboriginal texts* oral, written, visual
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| Content |  elements of oral tradition in Aboriginal texts* oral narratives, songs and circular thinking
 | consideration of other people’s perspectivescultural and historical elements |

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| **FRANÇAIS LANGUE SECONDE – immersion Grade 7T** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | The perspectives and language of authors reflect the linguistic and cultural variations in the French-speaking world.* creators or any oral or written message

All texts are anchored in a context that must be considered in order to comprehend the message in its entirety. |
| Curricular Competencies | Compare cultural elements in Aboriginal and other texts* oral, written, visual
 | Identify examples of linguistic and cultural variety in the French-speaking world |
| Content |  elements of oral tradition in Aboriginal texts* oral narratives, songs and circular thinking
 | cultural and historical elements |
| **FRANÇAIS LANGUE SECONDE – immersion Grade 8** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | Becoming aware of the values conveyed in texts helps us to better understand their cultural content.* oral, written, visual
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| Curricular Competencies | Analyze the fantasy elements in Aboriginal nation and other legends, in order to understand their messageHighlight and compare different perspectives, beliefs and viewpoints in Aboriginal and other texts |  |
| Content |  elements of oral tradition in Aboriginal texts* oral narratives, songs and circular thinking
 | cultural and historical elements |

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| **FRANÇAIS LANGUE SECONDE – immersion Grade 9** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | Language is a cultural tool, the common thread of knowledge and values.Literature reflects the reality of society at the time and its questions and preoccupations. |
| Curricular Competencies | Identify and analyze cultural values and symbols in Aboriginal and other texts* oral, written, visual

Highlight and compare different perspectives, beliefs and viewpoints in Aboriginal and other texts | Identify the characteristics of texts under study to deepen one’s understandings of a societyDistinguish between literal meaning and figurative meaning |
| Content |  | cultural and historical elements |

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| **FRANÇAIS LANGUE SECONDE – immersion Grade 10** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  |  |
| Curricular Competencies | Examine the roles of stories in Francophone and First Peoples cultures* in Francophone cultures: transmitting language, traditions, history, perspective, information
* in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land
 | Identify and understand the social, historical, and cultural context of a work and its author* understand that the author wrote from a perspective that was influenced by social, historical, and cultural factors (family, education, community, religion, immigration, values, perspectives, political events, economic situation); understand the link between text and context
 |
| Content | protocols related to the use of First Peoples stories | cultural and historical elements |

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| **FRANÇAIS LANGUE SECONDE – immersion****Communication orale Grade 11** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | The life experience, culture, and current context of the audience influence the interpretation of a text.* family, language, personal experience
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| Curricular Competencies | Examine diverse points of view in Francophone and First Peoples culturesExamine the roles that stories and the oral tradition play in Francophone and First Peoples cultures* in Francophone cultures: transmitting language, traditions, history, perspective, information
* in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land
 | Grasp the influence and importance of social, historical, and cultural contexts in approaching various texts* understand that the author wrote from a perspective that was influenced by social, historical, and cultural factors (family, education, community, religion, immigration, values, perspectives, political events, economic situation); understand the link between text and context
 |
| Content | protocols for using First Peoples stories* First Peoples stories are often subject to usage protocols (who they belong to, where and when they can be shared and by whom); First Peoples programs within the school board can provide assistance and advice regarding local protocols
 | elements of the oral tradition* storytelling, songs, transmission of information through human speech and circular thought
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| **FRANÇAIS LANGUE SECONDE – immersion****Langue et culture de la francophonie Grade 11** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | The life experience, culture, and current context of the audience influence the interpretation of a text.* family, language, personal experience
 |
| Curricular Competencies | Examine diverse points of view in Francophone and First Peoples culturesExamine the roles that stories and the oral tradition play in Francophone and First Peoples cultures* in Francophone cultures: transmitting language, traditions, history, perspective, information
* in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land
 | Grasp the influence and importance of social, historical, and cultural contexts in approaching various texts* understand that the author wrote from a perspective that was influenced by social, historical, and cultural factors (family, education, community, religion, immigration, values, perspectives, political events, economic situation); understand the link between text and context
 |
| Content | protocols for using First Peoples stories* First Peoples stories are often subject to usage protocols (who they belong to, where and when they can be shared and by whom); First Peoples programs within the school board can provide assistance and advice regarding local protocols
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| **FRANÇAIS LANGUE SECONDE – immersion****Médias et communication numérique Grade 11** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | Linguistic and cultural identities are shaped by what we hear, see, read, and write. |
| Curricular Competencies | Examine diverse points of view in Francophone and First Peoples cultures | Grasp the influence and importance of social, historical, and cultural contexts in approaching various texts* understand that the author wrote from a perspective that was influenced by social, historical, and cultural factors (family, education, community, religion, immigration, values, perspectives, political events, economic situation); understand the link between text and context
 |
| Content |  protocols for using First Peoples stories* First Peoples stories are often subject to usage protocols (who they belong to, where and when they can be shared and by whom); First Peoples programs within the school board can provide assistance and advice regarding local protocols
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| **FRANÇAIS LANGUE SECONDE – immersion****Études du cinéma et de la littérature francophones Grade 11** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | Linguistic and cultural identities are shaped by what we hear, see, read, and write. |
| Curricular Competencies | Examine diverse points of view in Francophone and First Peoples culturesExamine the roles that stories and the oral tradition play in Francophone and First Peoples cultures* in Francophone cultures: transmitting language, traditions, history, perspective, information
* in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land
 | Grasp the influence and importance of social, historical, and cultural contexts in approaching various texts* understand that the author wrote from a perspective that was influenced by social, historical, and cultural factors (family, education, community, religion, immigration, values, perspectives, political events, economic situation); understand the link between text and context
 |
| Content | protocols for using First Peoples stories* First Peoples stories are often subject to usage protocols (who they belong to, where and when they can be shared and by whom); First Peoples programs within the school board can provide assistance and advice regarding local protocols
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| **FRANÇAIS LANGUE SECONDE – immersion Grade 12** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | Linguistic variations offer cultural reference points within the French-speaking world.* events, heritage objects and objects from everyday life, territorial references, artistic accomplishments, scientific discoveries, media products, values, lifestyles, characters and/or personalities
* the profile of communities that use French in various geographic or social spaces

Linguistic and cultural identities are shaped by what we hear, see, read, and write. |
| Curricular Competencies | Examine diverse points of view in Francophone and First Peoples culturesCompare the role that stories and the oral tradition play in Francophone and First Peoples cultures* in Francophone cultures: transmitting language, traditions, history, perspective, information
* in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land

Expand on common threads and diverging elements within a theme in Francophone and First Peoples texts in order to deepen and expand knowledge of society* emphasize, build on something
 | Analyze the influence and importance of social, historical, and cultural contexts, as well as diversity in approaching various texts* understand that the author wrote from a perspective that was influenced by social, historical, and cultural factors (family, education, community, religion, immigration, values, perspectives, political events, economic situation); understand the link between text and context
 |
| Content | protocols for using First Peoples stories* First Peoples stories are often subject to usage protocols (who they belong to, where and when they can be shared and by whom); First Peoples programs within the school board can provide assistance and advice regarding local protocols
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| **FRANÇAIS LANGUE SECONDE – immersion****Communication orale Grade 12** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | Linguistic variations offer cultural reference points within the French-speaking world.* events, heritage objects and objects from everyday life, territorial references, artistic accomplishments, scientific discoveries, media products, values, lifestyles, characters and/or personalities
* the profile of communities that use French in various geographic or social spaces

Linguistic and cultural identities are shaped by what we hear, see, read, and write. |
| Curricular Competencies | Comment on various points of view in Francophone and First Peoples culturesCompare the role that stories and the oral tradition play in Francophone and First Peoples cultures* in Francophone cultures: transmitting language, traditions, history, perspective, information
* in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land

Expand on common threads and diverging elements within a theme in Francophone and First Peoples texts in order to deepen and expand knowledge of society* emphasize, build on something
 | Analyze the influence and importance of social, historical, and cultural contexts, as well as diversity in approaching various texts* understand that the author wrote from a perspective that was influenced by social, historical, and cultural factors (family, education, community, religion, immigration, values, perspectives, political events, economic situation); understand the link between text and context
 |
| Content | protocols for using First Peoples stories* First Peoples stories are often subject to usage protocols (who they belong to, where and when they can be shared and by whom); First Peoples programs within the school board can provide assistance and advice regarding local protocols
 | elements of oral tradition* storytelling, songs, transmission of information through human speech and circular thought
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| **FRANÇAIS LANGUE SECONDE – immersion****Langue et culture de la francophonie Grade 12** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | Linguistic variations offer cultural reference points within the French-speaking world.* events, heritage objects and objects from everyday life, territorial references, artistic accomplishments, scientific discoveries, media products, values, lifestyles, characters and/or personalities
* the profile of communities that use French in various geographic or social spaces

Linguistic and cultural identities are shaped by what we hear, see, read, and write. |
| Curricular Competencies | Compare the role that stories and the oral tradition play in Francophone and First Peoples cultures* in Francophone cultures: transmitting language, traditions, history, perspective, information
* in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land

Examine a problem statement from the perspective of Francophone and First Peoples cultures in order to understand the issues at hand | Analyze the influence and importance of social, historical, and cultural contexts, as well as diversity in approaching various texts* understand that the author wrote from a perspective that was influenced by social, historical, and cultural factors (family, education, community, religion, immigration, values, perspectives, political events, economic situation); understand the link between text and context
 |
| Content | protocols for using First Peoples stories* First Peoples stories are often subject to usage protocols (who they belong to, where and when they can be shared and by whom); First Peoples programs within the school board can provide assistance and advice regarding local protocols
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| **FRANÇAIS LANGUE SECONDE – immersion****Médias et communication numérique Grade 12** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | Linguistic variations offer cultural reference points within the French-speaking world.* events, heritage objects and objects from everyday life, territorial references, artistic accomplishments, scientific discoveries, media products, values, lifestyles, characters and/or personalities
* the profile of communities that use French in various geographic or social spaces

Linguistic and cultural identities are shaped by what we hear, see, read, and write. |
| Curricular Competencies | Compare the role that stories and the oral tradition play in Francophone and First Peoples cultures* in Francophone cultures: transmitting language, traditions, history, perspective, information
* in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land
 | Analyze the influence and importance of social, historical, and cultural contexts, as well as diversity in approaching various texts* understand that the author wrote from a perspective that was influenced by social, historical, and cultural factors (family, education, community, religion, immigration, values, perspectives, political events, economic situation); understand the link between text and context
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| Content | protocols for using First Peoples stories* First Peoples stories are often subject to usage protocols (who they belong to, where and when they can be shared and by whom); First Peoples programs within the school board can provide assistance and advice regarding local protocols
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| **FRANÇAIS LANGUE SECONDE – immersion****Études du cinéma et de la littérature francophones Grade 12** |
|  | **Explicit** | **Implicit** |
| Big Ideas |  | Linguistic variations offer cultural reference points within the French-speaking world.* events, heritage objects and objects from everyday life, territorial references, artistic accomplishments, scientific discoveries, media products, values, lifestyles, characters and/or personalities
* the profile of communities that use French in various geographic or social spaces

Linguistic and cultural identities are shaped by what we hear, see, read, and write. |
| Curricular Competencies | Comment on various points of view in Francophone and First Peoples cultures | Analyze the influence and importance of social, historical, and cultural contexts, as well as diversity in approaching various texts* understand that the author wrote from a perspective that was influenced by social, historical, and cultural factors (family, education, community, religion, immigration, values, perspectives, political events, economic situation); understand the link between text and context
 |
| Content |  protocols for using First Peoples stories* First Peoples stories are often subject to usage protocols (who they belong to, where and when they can be shared and by whom); First Peoples programs within the school board can provide assistance and advice regarding local protocols
 |  |