

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 indirectly refer 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:

***Place** refers to any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity.

Bolded print	Mandated Learning Standard
•	Sub-points of a Learning Standard
⇒	Elaborations
○	Key questions or samples



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

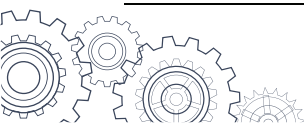
FRANÇAIS LANGUE SECONDE – immersion		Kindergarten
	Explicit	Implicit
Big Ideas		
Curricular Competencies		
Content		cultural elements



FRANÇAIS LANGUE SECONDE – immersion

Grade 1

	Explicit	Implicit
Big Ideas		
Curricular Competencies	Recognize Francophone and Aboriginal cultural elements in a text ⇒ <i>oral, written, visual</i>	
Content		cultural elements

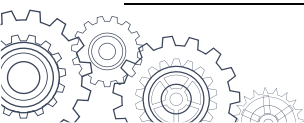




FRANÇAIS LANGUE SECONDE – immersion

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	
Content		cultural elements

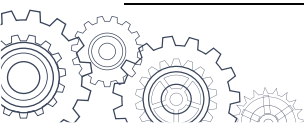




FRANÇAIS LANGUE SECONDE – immersion

Grade 3

	Explicit	Implicit
Big Ideas		Texts present cultural elements that allow us to experience or understand different viewpoints. ⇒ <i>oral, written, visual</i>
Curricular Competencies		Recognize that there are similarities and differences between one’s own culture and those of others
Content		cultural elements

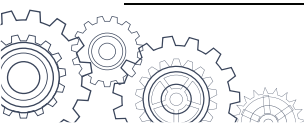




FRANÇAIS LANGUE SECONDE – immersion

Grade 4

	Explicit	Implicit
Big Ideas		The diversity of cultural elements in texts reflects the cultural diversity within society. ⇒ <i>oral, written, visual</i>
Curricular Competencies	Recognize the diversity of cultural elements from Aboriginal and other cultures, within the same society	
Content		cultural elements

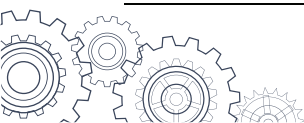




FRANÇAIS LANGUE SECONDE – immersion

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	
Content		consideration of other people’s perspectives cultural and historical elements

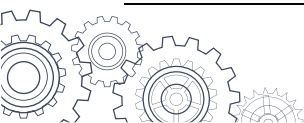




FRANÇAIS LANGUE SECONDE – immersion

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 audience Express 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

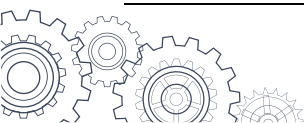




FRANÇAIS LANGUE SECONDE – immersion

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

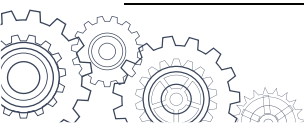




FRANÇAIS LANGUE SECONDE – immersion

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	
Content	elements of oral tradition in Aboriginal texts ⇒ oral narratives, songs and circular thinking	consideration of other people’s perspectives cultural and historical elements

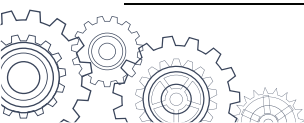




FRANÇAIS LANGUE SECONDE – immersion

Grade 7T

	Explicit	Implicit
Big Ideas		The perspectives and language of authors reflect the linguistic and cultural variations in the French-speaking world. ⇒ <i>creators or any oral or written message</i> 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 ⇒ <i>oral, written, visual</i>	Identify examples of linguistic and cultural variety in the French-speaking world
Content	elements of oral tradition in Aboriginal texts ⇒ <i>oral narratives, songs and circular thinking</i>	cultural and historical elements

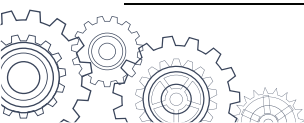




FRANÇAIS LANGUE SECONDE – immersion

Grade 8

	Explicit	Implicit
Big Ideas		Becoming aware of the values conveyed in texts helps us to better understand their cultural content. ⇒ <i>oral, written, visual</i>
Curricular Competencies	Analyze the fantasy elements in Aboriginal nation and other legends, in order to understand their message Highlight and compare different perspectives, beliefs and viewpoints in Aboriginal and other texts	
Content	elements of oral tradition in Aboriginal texts ⇒ <i>oral narratives, songs and circular thinking</i>	cultural and historical elements

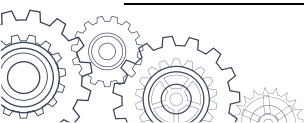




FRANÇAIS LANGUE SECONDE – immersion

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 society Distinguish between literal meaning and figurative meaning
Content		cultural and historical elements

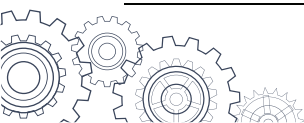




FRANÇAIS LANGUE SECONDE – immersion

Grade 10

	Explicit	Implicit
Big Ideas		
Curricular Competencies	Examine the roles of stories in Francophone and First Peoples cultures ⇒ <i>in Francophone cultures: transmitting language, traditions, history, perspective, information</i> ⇒ <i>in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land</i>	Identify and understand the social, historical, and cultural context of a work and its author ⇒ <i>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</i>
Content	protocols related to the use of First Peoples stories	cultural and historical elements

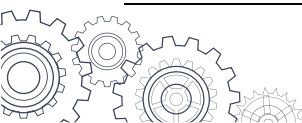




FRANÇAIS LANGUE SECONDE – immersion
Communication orale

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
Curricular Competencies	Examine diverse points of view in Francophone and First Peoples cultures Examine 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

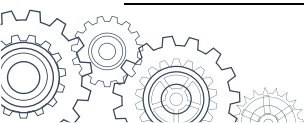




FRANÇAIS LANGUE SECONDE – immersion
Langue et culture de la francophonie

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 cultures Examine 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	

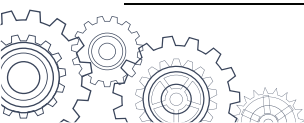




FRANÇAIS LANGUE SECONDE – immersion
Médias et communication numérique

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 ⇒ <i>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</i>
Content	protocols for using First Peoples stories ⇒ <i>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</i>	

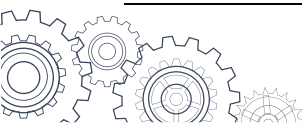




FRANÇAIS LANGUE SECONDE – immersion
Études du cinéma et de la littérature francophones

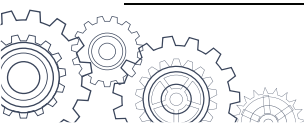
Grade 11

	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 cultures Examine the roles that stories and the oral tradition play in Francophone and First Peoples cultures ⇒ <i>in Francophone cultures: transmitting language, traditions, history, perspective, information</i> ⇒ <i>in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land</i>	Grasp the influence and importance of social, historical, and cultural contexts in approaching various texts ⇒ <i>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</i>
Content	protocols for using First Peoples stories ⇒ <i>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</i>	





	Explicit	Implicit
Big Ideas		Linguistic variations offer cultural reference points within the French-speaking world. ⇒ <i>events, heritage objects and objects from everyday life, territorial references, artistic accomplishments, scientific discoveries, media products, values, lifestyles, characters and/or personalities</i> ⇒ <i>the profile of communities that use French in various geographic or social spaces</i> 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 Compare the role that stories and the oral tradition play in Francophone and First Peoples cultures ⇒ <i>in Francophone cultures: transmitting language, traditions, history, perspective, information</i> ⇒ <i>in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land</i> 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 ⇒ <i>emphasize, build on something</i>	Analyze the influence and importance of social, historical, and cultural contexts, as well as diversity in approaching various texts ⇒ <i>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</i>
Content	protocols for using First Peoples stories ⇒ <i>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</i>	

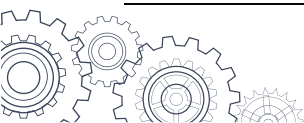




FRANÇAIS LANGUE SECONDE – immersion
Communication orale

Grade 12

	Explicit	Implicit
Big Ideas		Linguistic variations offer cultural reference points within the French-speaking world. ⇒ <i>events, heritage objects and objects from everyday life, territorial references, artistic accomplishments, scientific discoveries, media products, values, lifestyles, characters and/or personalities</i> ⇒ <i>the profile of communities that use French in various geographic or social spaces</i> 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 Compare the role that stories and the oral tradition play in Francophone and First Peoples cultures ⇒ <i>in Francophone cultures: transmitting language, traditions, history, perspective, information</i> ⇒ <i>in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land</i> 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 ⇒ <i>emphasize, build on something</i>	Analyze the influence and importance of social, historical, and cultural contexts, as well as diversity in approaching various texts ⇒ <i>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</i>
Content	protocols for using First Peoples stories ⇒ <i>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</i>	elements of oral tradition ⇒ <i>storytelling, songs, transmission of information through human speech and circular thought</i>

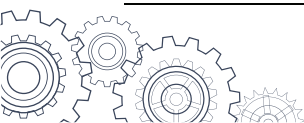




FRANÇAIS LANGUE SECONDE – immersion
Langue et culture de la francophonie

Grade 12

	Explicit	Implicit
Big Ideas		Linguistic variations offer cultural reference points within the French-speaking world. ⇒ <i>events, heritage objects and objects from everyday life, territorial references, artistic accomplishments, scientific discoveries, media products, values, lifestyles, characters and/or personalities</i> ⇒ <i>the profile of communities that use French in various geographic or social spaces</i> 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 ⇒ <i>in Francophone cultures: transmitting language, traditions, history, perspective, information</i> ⇒ <i>in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land</i> 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 ⇒ <i>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</i>
Content	protocols for using First Peoples stories ⇒ <i>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</i>	

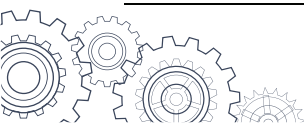




FRANÇAIS LANGUE SECONDE – immersion
Médias et communication numérique

Grade 12

	Explicit	Implicit
Big Ideas		Linguistic variations offer cultural reference points within the French-speaking world. ⇒ <i>events, heritage objects and objects from everyday life, territorial references, artistic accomplishments, scientific discoveries, media products, values, lifestyles, characters and/or personalities</i> ⇒ <i>the profile of communities that use French in various geographic or social spaces</i> 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 ⇒ <i>in Francophone cultures: transmitting language, traditions, history, perspective, information</i> ⇒ <i>in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land</i>	Analyze the influence and importance of social, historical, and cultural contexts, as well as diversity in approaching various texts ⇒ <i>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</i>
Content	protocols for using First Peoples stories ⇒ <i>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</i>	





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. ⇒ <i>events, heritage objects and objects from everyday life, territorial references, artistic accomplishments, scientific discoveries, media products, values, lifestyles, characters and/or personalities</i> ⇒ <i>the profile of communities that use French in various geographic or social spaces</i> 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 ⇒ <i>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</i>
Content	protocols for using First Peoples stories ⇒ <i>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</i>	

