

Indigenous Knowledge and Perspectives: Français langue première 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 première 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 première curriculum.

Explicit References

Explicit references include the Big Ideas, Curricular Competencies, and Content that directly refer to Indigenous knowledge and perspectives. For example, the Grade 4 Français langue première curriculum includes the following explicit reference:

Grade 4, Big Idea, **Aboriginal narratives are part of Canada’s Francophone history and culture.**

Implicit References

Implicit references are Big Ideas, Curricular Competencies, and Content that indirectly refer to Indigenous knowledge and perspectives.

Français langue et culture 12, Curricular Competency, **Consider the diversity and richness of the context to analyze the message conveyed in Francophone and other texts**

- ⇒ *diversity: ethnic, cultural, linguistic, sexual, religious, social, economic, gender identity, gender expression*
- ⇒ *context: cultural, social, historical, economic, political, religious, philosophical*

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:

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

***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.



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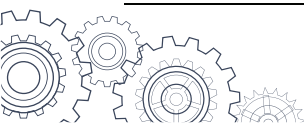
FRANÇAIS LANGUE PREMIÈRE		Kindergarten
	Explicit	Implicit
Big Ideas	Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.	Texts often contain elements inspired by real-life situations that reflect the experiences of readers. ⇒ <i>texts: a text is a coherent set of written, oral or visual elements that convey meaning and serve to communicate or transmit a message. Texts have numerous representations and can be in the form of Aboriginal narratives, articles, advertising, novels, picture story books, legends, comic books, biographies, correspondence, invitations, instructions, diagrams, charts, news stories, films, songs, poems, nursery rhymes, photographs, totem poles, images, works of art, oral presentations, blogs, surveys, reports, text messages, videos, television programs, etc.</i>
Curricular Competencies	Identify the elements and structure of Aboriginal and other stories in order to understand the overall meaning	
Content		



FRANÇAIS LANGUE PREMIÈRE

Grade 1

	Explicit	Implicit
Big Ideas	Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.	Through texts, we learn about ourselves and discover the world around us. ⇒ <i>texts: a text is a coherent set of written, oral or visual elements that convey meaning and serve to communicate or transmit a message. Texts have numerous representations and can be in the form of Aboriginal narratives, articles, advertising, novels, picture story books, legends, comic books, biographies, correspondence, invitations, instructions, diagrams, charts, news stories, films, songs, poems, nursery rhymes, photographs, totem poles, images, works of art, oral presentations, blogs, surveys, reports, text messages, videos, television programs, etc.</i>
Curricular Competencies	Identify the elements and structure of Aboriginal and other stories in order to understand the overall meaning	Rely on images to understand a text
Content		

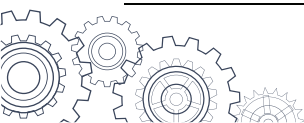




FRANÇAIS LANGUE PREMIÈRE

Grade 2

	Explicit	Implicit
Big Ideas	Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.	Stories emerge from our imagination and reflect the experiences, dreams, and reality of the author.
Curricular Competencies	Identify important information in Aboriginal narratives and other texts ⇒ <i>texts: a text is a coherent set of written, oral or visual elements that convey meaning and serve to communicate or transmit a message. Texts have numerous representations and can be in the form of Aboriginal narratives, articles, advertising, novels, picture story books, legends, comic books, biographies, correspondence, invitations, instructions, diagrams, charts, news stories, films, songs, poems, nursery rhymes, photographs, totem poles, images, works of art, oral presentations, blogs, surveys, reports, text messages, videos, television programs, etc.</i>	Draw on prior knowledge to make connections between texts and personal and cultural experiences Make connections between texts, one’s experience, and Francophone culture
Content		

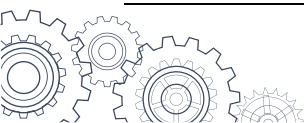




FRANÇAIS LANGUE PREMIÈRE

Grade 3

	Explicit	Implicit
Big Ideas	Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.	
Curricular Competencies	Become aware of the role of oral traditions in Aboriginal narratives	
Content		characteristics of fairy and folk tales ⇒ typical opening and closing lines, characters, personification, setting, moral, circular structure (in Aboriginal folk tales), etc. circular structure ⇒ traditional Aboriginal texts with a main character, starting point, progression, and return to the starting point with the character transformed

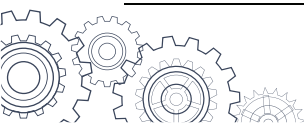




FRANÇAIS LANGUE PREMIÈRE

Grade 4

	Explicit	Implicit
Big Ideas	Aboriginal narratives are part of Canada’s Francophone history and culture.	
Curricular Competencies	Identify how narratives in Aboriginal cultures connect people to their environment	
Content		





FRANÇAIS LANGUE PREMIÈRE

Grade 5

	Explicit	Implicit
Big Ideas	Aboriginal narratives are part of Canada’s Francophone history and culture.	Texts create a portrait of an era and a population’s values, practices, and beliefs. ⇒ <i>texts: a text is a coherent set of written, oral or visual elements that convey meaning and serve to communicate or transmit a message. Texts have numerous representations and can be in the form of Aboriginal narratives, articles, advertising, novels, picture story books, legends, comic books, biographies, correspondence, invitations, instructions, diagrams, charts, news stories, films, songs, poems, nursery rhymes, photographs, totem poles, images, works of art, oral presentations, blogs, surveys, reports, text messages, videos, television programs, etc.</i>
Curricular Competencies	Demonstrate how Aboriginal legends reflect specific beliefs Understand the importance of the storyteller and the art of storytelling in Aboriginal cultures	Identify cultural elements in texts and compare them to one’s own cultural points of reference
Content	elements of oral tradition in Aboriginal texts ⇒ <i>blending of the real and the fantastic; oral expression and dramatization; portrayal of a society, culture, or era in a story</i>	





	Explicit	Implicit
Big Ideas	Aboriginal peoples narratives are part of Canada’s Francophone history and culture.	Texts enable students to consolidate or transform their perceptions. ⇒ <i>texts: a text is a coherent set of written, oral or visual elements that convey meaning and serve to communicate or transmit a message. Texts have numerous representations and can be in the form of Aboriginal narratives, articles, advertising, novels, picture story books, legends, comic books, biographies, correspondence, invitations, instructions, diagrams, charts, news stories, films, songs, poems, nursery rhymes, photographs, totem poles, images, works of art, oral presentations, blogs, surveys, reports, text messages, videos, television programs, etc.</i>
Curricular Competencies		Analyze the symbolic value of words and image Identify the values and world view presented in texts Identify cultural elements found in different texts
Content		Characteristics of image deciphering ⇒ <i>meaning of an image on its own and in relation to the text, explicit and implicit elements, role of personal interpretation</i>

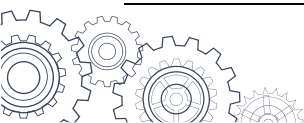




FRANÇAIS LANGUE PREMIÈRE

Grade 7

	Explicit	Implicit
Big Ideas	Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other’s languages and cultures.	
Curricular Competencies	Analyze the cultural symbols in Aboriginal and other texts. ⇒ <i>texts: a text is a coherent set of written, oral or visual elements that convey meaning and serve to communicate or transmit a message. Texts have numerous representations and can be in the form of Aboriginal narratives, articles, advertising, novels, picture story books, legends, comic books, biographies, correspondence, invitations, instructions, diagrams, charts, news stories, films, songs, poems, nursery rhymes, photographs, totem poles, images, works of art, oral presentations, blogs, surveys, reports, text messages, videos, television programs, etc.</i>	Consider the role that the message of a text plays in society and the ways in which it is perceived, depending on the era and society
Content		



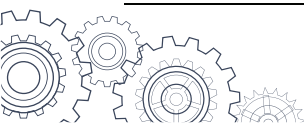


	Explicit	Implicit
Big Ideas	Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other’s languages and cultures.	Our environment influences our perceptions and shapes our texts. ⇒ <i>texts: a text is a coherent set of written, oral or visual elements that convey meaning and serve to communicate or transmit a message. Texts have numerous representations and can be in the form of Aboriginal narratives, articles, advertising, novels, picture story books, legends, comic books, biographies, correspondence, invitations, instructions, diagrams, charts, news stories, films, songs, poems, nursery rhymes, photographs, totem poles, images, works of art, oral presentations, blogs, surveys, reports, text messages, videos, television programs, etc.</i> Through their texts, authors share their identity, culture, perception of the world, and portrait of the era with readers.
Curricular Competencies	Compare Aboriginal and other texts based on their themes and points of view, and the intentions of their authors, as a way of examining different perspectives and approaches	Consider the role that the message of a text plays in society and the ways in which it is perceived, depending on the era and society
Content		





	Explicit	Implicit
Big Ideas	Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other’s languages and cultures.	Authors can cast a critical gaze on social issues through their works. Certain texts are timeless and, as such, reflect values that transcend the social context from which they emerge. ⇒ <i>texts: a text is a coherent set of written, oral or visual elements that convey meaning and serve to communicate or transmit a message. Texts have numerous representations and can be in the form of Aboriginal narratives, articles, advertising, novels, picture story books, legends, comic books, biographies, correspondence, invitations, instructions, diagrams, charts, news stories, films, songs, poems, nursery rhymes, photographs, totem poles, images, works of art, oral presentations, blogs, surveys, reports, text messages, videos, television programs, etc.</i>
Curricular Competencies	Recognize the literary diversity in the French-speaking world and among Aboriginal communities	Consider the role that the message of a text plays in society and the ways in which it is perceived, depending on the era and society
Content		

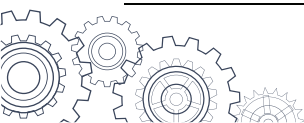




FRANÇAIS LANGUE PREMIÈRE
Literary and Artistic Studies + Spoken Language

Grade 10

	Explicit	Implicit
Big Ideas		Reflecting and discussing a text enriches our understanding of ourselves, others, specific time periods, and the world. Understanding the form of a text makes it possible to appreciate its aesthetic and meaning.
Curricular Competencies	Recognize and understand the role of story and oral and artistic tradition in expressing First Peoples perspectives, values, and beliefs	Recognize prejudices and biases Recognize the techniques used in public speaking and their impact on the audience Explore the symbolism in a text in order to better grasp the text’s meaning
Content		literary elements ⇒ <i>protocols for obtaining permission and use of First Peoples stories</i> text organization ⇒ <i>the structure and genre of a text</i>





FRANÇAIS LANGUE PREMIÈRE
Literary and Artistic Studies + New Media

Grade 10

	Explicit	Implicit
Big Ideas		Reflecting and discussing a text enriches our understanding of ourselves, others, specific time periods, and the world. Understanding the form of a text makes it possible to appreciate its aesthetic and meaning. Digital citizenship implies recognizing the impact that new media has on ourselves, others, and the world. ⇒ <i>Digital citizenship: Global by nature, it evolves in a virtual world. It is free of physical borders and offers new opportunities and new responsibilities, such as the responsible and ethical use of the Internet and other digital technologies to contribute to civil and social communities.</i>
Curricular Competencies	Recognize and understand the role of story and oral and artistic tradition in expressing First Peoples perspectives, values, and beliefs	Identify and evaluate similarities and differences between texts through comparative study Recognize the different ways in which language and images can be used in a variety of texts Explore the symbolism in a text in order to better grasp the text’s meaning
Content		literary elements ⇒ <i>protocols for obtaining permission and use of First Peoples stories</i> text organization ⇒ <i>the structure and genre of a text</i>

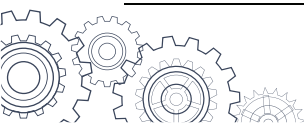




FRANÇAIS LANGUE PREMIÈRE
Literary and Artistic Studies + Composition

Grade 10

	Explicit	Implicit
Big Ideas		Reflecting and discussing a text enriches our understanding of ourselves, others, specific time periods, and the world. Understanding the form of a text makes it possible to appreciate its aesthetic and meaning.
Curricular Competencies	Recognize and understand the role of story and oral and artistic tradition in expressing First Peoples perspectives, values, and beliefs	Explore the symbolism in a text in order to better grasp the text’s meaning Through their writing, analyze the ties between themselves and the world at large
Content		literary elements ⇒ <i>protocols for obtaining permission and use of First Peoples stories</i> text organization ⇒ <i>the structure and genre of a text</i>

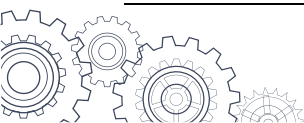




FRANÇAIS LANGUE PREMIÈRE
Literary and Artistic Studies + Spoken Language

Grade 11

	Explicit	Implicit
Big Ideas		Reflecting and discussing a text enriches our understanding of ourselves, others, specific time periods, and the world. Understanding the form of a text makes it possible to appreciate its aesthetic and meaning.
Curricular Competencies	Recognize and understand the role of story and oral and artistic tradition in expressing First Peoples perspectives, values, and beliefs	Explore the symbolism in a text in order to better grasp the text’s meaning Take into account different perspectives in formulating their thoughts Evaluate the relevance and value of the information presented in multiple sources ⇒ <i>importance of information weighing in a variety of perspectives such as: cultural, esthetic, political, historic, personal, etc.</i>
Content	protocols for obtaining permission and use of 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 PREMIÈRE
Literary and Artistic Studies + New Media

Grade 11

	Explicit	Implicit
Big Ideas		Reflecting and discussing a text enriches our understanding of ourselves, others, specific time periods, and the world. Understanding the form of a text makes it possible to appreciate its aesthetic and meaning.
Curricular Competencies	Recognize and understand the role of story and oral and artistic tradition in expressing First Peoples perspectives, values, and beliefs	Consider the diversity and richness of the context to analyze the message conveyed in Francophone and other texts ⇒ <i>diversity: ethnic, cultural, linguistic, sexual, religious, social, economic, gender identity, gender expression</i> ⇒ <i>context: cultural, social, historic, economic, political, religious, philosophical</i> Analyze the symbolism or aesthetic references in a text, including multimodal texts, in order to better grasp the text’s meaning ⇒ <i>multimodal: multimodality is characterized by the presence of different visual, linguistic, and auditory modes within a single document</i> Evaluate the relevance and value of the information presented in multiple sources ⇒ <i>value: importance of information weighing in a variety of perspectives such as: cultural, esthetic, political, historic, personal, etc.</i>
Content	protocols for obtaining permission and use of First Peoples stories ⇒ <i>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</i>	





FRANÇAIS LANGUE PREMIÈRE
Literary and Artistic Studies + Composition

Grade 11

	Explicit	Implicit
Big Ideas		Reflecting and discussing a text enriches our understanding of ourselves, others, specific time periods, and the world. Understanding the form of a text makes it possible to appreciate its aesthetic and meaning.
Curricular Competencies	Recognize and understand the role of story and oral and artistic tradition in expressing First Peoples perspectives, values, and beliefs	Consider the diversity and richness of the context to analyze the message conveyed in Francophone and other texts ⇒ <i>diversity: ethnic, cultural, linguistic, sexual, religious, social, economic, gender identity, gender expression</i> ⇒ <i>context: cultural, social, historic, economic, political, religious, philosophical</i> Analyze the symbolism or aesthetic references in a text in order to better grasp the text’s meaning Take into account different perspectives in formulating their thoughts Through their writing, analyze the ties between themselves and the world at large Evaluate the relevance and value of the information presented in multiple sources ⇒ <i>value: importance of information weighing in a variety of perspectives such as: cultural, esthetic, political, historic, personal, etc.</i>
Content	protocols for obtaining permission and use of First Peoples stories ⇒ <i>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</i>	





	Explicit	Implicit
Big Ideas		Language is a tool we can use to explore ourselves, others, and the world, and to construct profound meaning. Linguistic forms have multiple meanings that are actively co-constructed. A text is designed either to follow or to break with established conventions. ⇒ <i>conventions: form, gender, structure, function, lexicon, vocabulary</i>
Curricular Competencies	Recognize and understand the role of story and oral and artistic tradition in expressing First Peoples perspectives, values, and beliefs	Synthesize shared ideas conveyed in multiple texts React creatively or critically to the problem statements in one or more texts Consider the diversity and richness of the context to analyze the message conveyed in Francophone and other texts ⇒ <i>diversity: ethnic, cultural, linguistic, sexual, religious, social, economic, gender identity, gender expression</i> ⇒ <i>context: cultural, social, historical, economic, political, religious, philosophical</i> Interpret and appreciate the symbolism or aesthetic references in a text in order to better grasp the text’s meaning Take into account different perspectives in formulating their thoughts Evaluate the relevance and value of the information presented in multiple sources Justify arguments while taking into account different perspectives Support their argument with appropriate evidence and references
Content	protocols for obtaining permission and use of First Peoples stories ⇒ <i>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</i>	

