

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: Cross-Curricular References in Grade 9* resource is intended to support teachers in authentically integrating Indigenous knowledge and perspectives into their classrooms. This resource provides a cross-curricular overview of the explicit and implicit references to Indigenous knowledge and perspectives in the Big Ideas, Curricular Competencies, and Content across all subject areas in the Grade 9 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 9 Mathematics curriculum includes the following explicit reference:

Mathematics, Curricular Competency, **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**

Implicit References

Implicit references are Big Ideas, Curricular Competencies, and Content that indirectly refer to Indigenous knowledge and perspectives. For example, the Grade 9 Arts curriculum includes the following implicit reference:

Arts, Content, **traditional and contemporary Aboriginal arts and arts-making processes**

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:

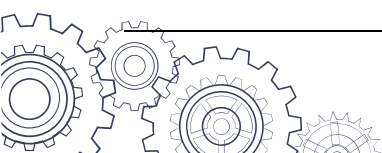
**\*Place** refers to any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity.

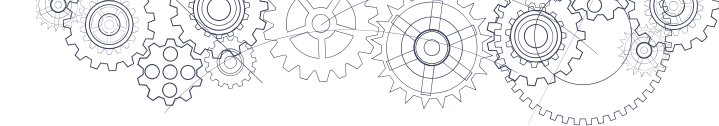
Bolded print	Mandated Learning Standard
•	Sub-points of a Learning Standard
⇒	Elaborations
○	Key questions or samples

		ADST	Arts	Career Ed.	ELA	Français langue première	Français langue seconde – immersion	Languages	Mathematics	PHE	Science	Social Studies
Big Ideas	Explicit					Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other's languages and cultures.						
	Implicit	Social, ethical, and sustainability considerations impact design.	Identity is explored, expressed, and impacted through arts experiences. The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures. Creative arts experiences can build community and nurture relationships with others.	The value of work in our lives, communities, and society can be viewed from diverse perspectives. Our career paths reflect the personal, community, and educational choices we make.	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. story/stories: ⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. Text/texts: ⇒ Text and texts are generic terms referring to all forms of oral, written, visual, and digital communication: -oral texts include speeches, poems, plays, and oral stories, - written texts include novels, articles, and short stories, - visual texts include posters, photographs, and other images, - digital texts include electronic forms of all of the above, - oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). People understand text differently depending on their worldview and perspectives. Texts are socially, culturally, and historically constructed.	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. 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.	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.	ASL, Core French, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish:  We can share our experiences and perspectives through stories. ⇒ Stories are a narrative form of text that can be written or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.  Core French: Francophone creative works are expressions of Francophone culture  German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish:  Creative works allow us to experience culture and appreciate cultural diversity. ⇒ representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)		Advocating for the health and well-being of others connects us to our community.	The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them. ⇒ How do First Peoples view the cycling of matter and energy?	

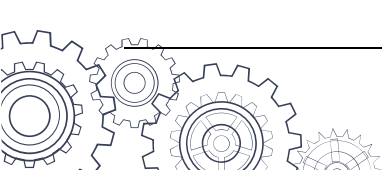


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	Implicit (cont'd)							<p><b>Spanish 9 Entry:</b> Stories help us to acquire language and understand the world around us.</p> <p>⇒ Stories are a narrative form of text that can be written or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.</p> <p>⇒ understand the world: by exploring, for example, thoughts, feelings, knowledge, culture, and identity</p> <p><b>Creative works are an expression of language and culture.</b></p> <p>⇒ representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)</p>				

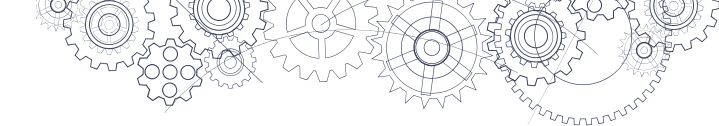




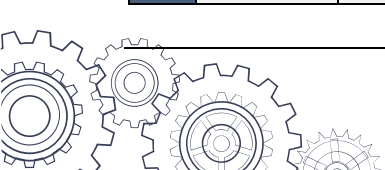
		ADST	Arts	Career Ed.	ELA	Français langue première	Français langue seconde – immersion	Languages	Mathematics	PHE	Science	Social Studies
Curricular Competencies	Explicit				<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.</p> <p>oral traditions:</p> <p>⇒ the means by which culture is transmitted over generations other than through written records.</p> <p>⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.</p> <p>⇒ In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).</p> <p>⇒ The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</p> <p><b>Develop an awareness of the diversity within and across First Peoples societies represented in texts</b></p> <p><b>Recognize the influence of place in First Peoples and other Canadian texts</b></p>	<p>Recognize the literary diversity in the French-speaking world and among Aboriginal communities</p>	<p>Identify and analyze cultural values and symbols in Aboriginal and other texts</p> <p>⇒ oral, written, visual</p> <p><b>Highlight and compare different perspective, beliefs and viewpoints in Aboriginal and other texts</b></p>	<p><i>ASL, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish, Spanish 9 Entry:</i></p> <p><b>Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge</b></p> <p>⇒ e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive</p> <p><b>Core French:</b></p> <p><b>Explore and share information about connections between First Peoples communities and the French language</b></p> <p>⇒ for example, First Nations, Métis, and Inuit communities in Canada where French is spoken (e.g., Huron Wendake Nation, Innu Nation, Micmac Nation, and Mohawk Nation in Quebec; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK)</p> <p>⇒ Discussion could include the fact that First Peoples writers in Quebec, such as those from the Innu Nation, have used the French language through prose and poetry to bring attention to the negative effects of colonization on their families and communities.</p>	<p>Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</p> <p>⇒ in daily activities, local and traditional practices, the environment, popular media</p> <p>⇒ and news events, cross-curricular integration</p> <p>⇒ Patterns are important in First Peoples technology, architecture, and art.</p> <p>⇒ Have students pose and solve problems or ask questions connected to place, stories, and cultural practices</p> <p><b>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</b></p> <p>⇒ Incorporate:</p> <ul style="list-style-type: none"><li>– Invite local First Peoples Elders and knowledge keepers to share their knowledge</li></ul> <p>⇒ Make connections:</p> <ul style="list-style-type: none"><li>– Bishop's cultural practices: counting, measuring, locating, designing, playing, explaining (<a href="https://csus.edu/indiv/o/oreyd/ACP.htm_files/abishop.htm">csus.edu/indiv/o/oreyd/ACP.htm_files/abishop.htm</a>)</li><li>– <a href="https://aboriginaleducation.ca">aboriginaleducation.ca</a></li><li>– Teaching Mathematics in a First Nations Context, FNEsc <a href="https://fnesc.ca/k-7/">fnesc.ca/k-7/</a></li></ul>		<p>Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information</p> <p>⇒ Ways of knowing refers to the various beliefs about the nature of knowledge that people have; they can include, but are not limited to, Aboriginal, gender-related, subject/discipline specific, cultural, embodied and intuitive beliefs about knowledge.</p>	





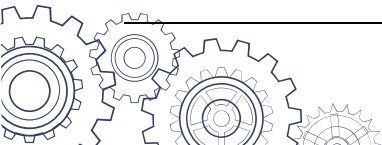


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Curricular Competencies	Implicit	<p>Engage in a period of research and empathetic observation in order to understand design opportunities</p> <p>⇒ seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres</p> <p>Identify criteria for success, intended impact, and any constraints</p> <p>⇒ limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred</p> <p>Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures</p> <p>Identify and use sources of inspiration and information</p> <p>⇒ may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders</p>	<p>Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</p> <p>Explore relationships between identity, place, culture, society, and belonging through artistic experiences</p> <p>Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts</p>	<p>Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices</p> <p>Demonstrate respect, collaboration, and inclusivity in working with others to solve problems</p> <p>Recognize and explore diverse perspectives on how work contributes to our community and society</p> <p>⇒ explore diverse perspectives: question and challenge career perceptions and possible career paths and analyze the relationships between work, society, and the economy</p> <p>Question self and others about the reciprocal relationship between self and community</p> <p>Appreciate the value of a network of resources and mentors to assist with career exploration</p> <p>mentors:</p> <p>⇒ include parents, teachers, elders, coaches, extended family, other adults, or peers</p>	<p>Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages</p> <p>Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</p> <p>personal, social, and cultural contexts, values, and perspectives</p> <p>⇒ Students should be prompted to consider the influence of family, friends, activities, religion, gender, and place on texts, and the relationship between text and context</p> <p>Recognize how language constructs personal, social, and cultural identity</p> <p>how language constructs personal, social, and cultural identity:</p> <ul style="list-style-type: none"><li>○ Our sense of individuality and belonging is a product of for example, the language we use; oral tradition, story, and recorded history; cultural aspects; and formal and informal language use. Students should be prompted to consider the impact of language in their lives.</li></ul>	<p>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</p>	<p>Identify the characteristics of texts under study to deepen one's understandings of a society</p> <p>Distinguish between literal meaning and figurative meaning</p>	<p>ASL, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish:</p> <p>Examine personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens</p> <p>⇒ e.g., values, practices, traditions, perceptions</p> <p>Core French:</p> <p>Explore ways in which Francophone cultures are expressed through creative works</p> <p>Explore cultural practices and traditions in various Francophone regions, and their role in identity</p> <p>Describe similarities and differences between their own cultural practices and traditions and those of Francophone communities in various regions</p> <p>Explore the importance of story in personal, family, and community identity</p> <p>Engage in experiences with Francophone communities and people</p> <p>German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish:</p> <p>Recognize the importance of story in personal, family, and community identity</p>		<p>Analyze strategies for promoting mental well-being, for self and others</p> <p>Explore and describe factors that shape personal identities, including social and cultural factors</p>	<p>Experience and interpret the local environment</p> <p>Demonstrate an understanding and appreciation of evidence (qualitative and quantitative)</p> <p>Express and reflect on a variety of experiences and perspectives of place</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>Key questions about place:</p> <ul style="list-style-type: none"><li>○ How does place inform your questions and inquiries?</li><li>○ How does place influence your ability to plan and conduct an inquiry and make predictions about outcomes?</li><li>○ How does your understanding of place affect the ways in which you collect evidence and evaluate it?</li><li>○ As you consider the significance, worth, or value of an outcome or finding, how can you show different ways of knowing?</li><li>○ How can your understanding of place influence project designs?</li><li>○ How do the place-based experiences and stories of others affect the ways in which you communicate and collaborate?</li></ul>	<p>Assess the significance of people, places, events, or developments at particular times and places, and from group to group</p> <p>⇒ Compare and contrast the events considered by English-Canadian, French-Canadian, and First Peoples scholars to be the most significant during this period</p> <p>Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence</p> <p>⇒ What evidence is there that imperialism and colonialism still influence present-day relationship between countries and groups?</p> <p>Compare and contrast continuities and changes for different groups at the same time period</p> <p>⇒ In what ways has the colonization of Canada made life better or worse? And for whom?</p> <p>Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments</p> <p>⇒ What are the most significant reasons for colonial expansion?</p> <p>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs</p> <p>⇒ Compare primary and secondary sources about a controversial historical person.</p>



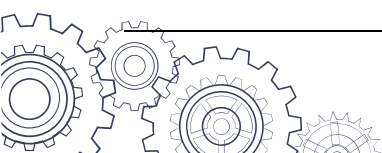


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Curricular Competencies	Implicit (cont'd)	<p>Identify sources of feedback ⇒ <i>may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts</i></p> <p>Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies</p>			<p>Use and experiment with oral storytelling processes ⇒ <i>creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller's natural voice from the characters' voices, presenting the story efficiently, keeping the listener's interest throughout</i></p>			<p><i>Italian:</i> Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens ⇒ <i>e.g., values, practices, traditions, perceptions</i></p> <p><i>Spanish 9 Entry:</i> Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens ⇒ <i>e.g., values, practices, traditions, perceptions</i></p>				<p>Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond ⇒ <i>Were American and Canadian/British policies toward First Peoples an example of pre-twentieth century genocide?</i> ⇒ <i>What key factors influenced decisions about who should have the vote (e.g., why were women given the vote after World War I and First Peoples were not?)?</i></p>

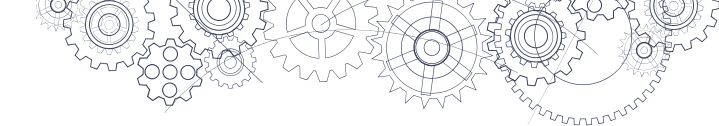




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Content	Explicit	<p><b>ENTREPRENEURSHIP AND MARKETING:</b> the role of social entrepreneurship in First Nations communities</p> <p><b>FOOD STUDIES:</b> First Peoples traditional food use, including ingredients, harvesting/gathering, storage, preparation, and preservation</p> <p><b>MEDIA ARTS:</b> specific features and purposes of media artworks from the present and the past to explore viewpoints, including those of First Peoples specific purposes of media use in the social advocacy of First Peoples in Canada</p> <p><b>TEXTILES:</b> role of textiles in First Peoples cultures</p> <p><b>WOODWORK:</b> the relationship between First Peoples culturally modified trees and the sustainable use of wood</p>	<p>traditional and contemporary Aboriginal arts and arts-making processes</p> <p>⇒ dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies or rituals as part of cultural tradition</p>					<p>ASL, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish, Spanish 9 Entry:</p> <p>First Peoples perspectives connecting language and culture, including histories, identity, and place</p> <p>⇒ e.g., conversations with an Elder about local celebrations, traditions, and protocols</p> <p>⇒ identity is influenced by, for example, traditions, protocols, celebrations, and festivals.</p> <p>⇒ A sense of place can be influenced by, for example, territory, food, clothing, and creative works.</p>			<p>First Peoples knowledge of changes in biodiversity over time</p> <p>local First Peoples knowledge of climate change</p> <p>⇒ local First Peoples knowledge of climate change: oral history, change in traditional practice (e.g., the timing of harvest has been impacted by climate change), etc.</p>	<p>the continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world</p> <p>Sample topics:</p> <ul style="list-style-type: none"><li>○ impact of treaties on First Peoples (e.g., numbered treaties, Vancouver Island treaties)</li><li>○ impact of the Indian Act, including reservations and the residential school system</li><li>○ interactions between Europeans and First Peoples</li></ul> <p>Key questions:</p> <ul style="list-style-type: none"><li>○ What were the motivations for imperialism and colonialism during this period?</li><li>○ What role does imperialism and colonialism from this period have on events in present-day Canada and around the world?</li></ul>







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Content	Implicit	<p><b>FOOD STUDIES:</b></p> <p>factors that influence food choices, including cost, availability, and family and cultural influences</p> <p>variety of textile materials</p> <p>⇒ for example, leather, cedar, wool, cotton, felt, embroidery thread, yarn, grasses and reeds, pine needles, sinew, plastic, used items and fabrics (e.g., food wrappers, old clothing)</p> <p>hand construction techniques for producing and/or repairing textile items</p> <p>⇒ for example, hand sewing, knitting (needles, arm, spool), crocheting, weaving, darning, up-cycling (e.g., turning an underused item into something else), embellishing existing items</p> <p><b>WOODWORK:</b></p> <p>ways in which wood is used in local cultural and economic contexts</p> <p>woodworking techniques and basic joinery using hand tools</p>	<p>contributions of innovative artists from a variety of genres, communities, times, and places</p> <p>the ethics of cultural appropriation and plagiarism</p> <p>⇒ use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, etc. shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</p>	<p>local and global needs and opportunities</p> <p>⇒ <i>Social justice, environmental stewardship, sustainability, effective use of resources, etc.</i></p> <p>cultural and social awareness</p> <p>role of mentors, family, community, school, and personal network in decision making</p>	<p>forms, functions, and genres of text</p> <p>oral language strategies</p> <p>features of oral language</p>		<p>cultural and historical elements</p>	<p><b>Core French:</b></p> <p>Traditions and other cultural aspects of Francophone regions</p> <p><b>Core French, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish:</b></p> <p>ethics of cultural appropriation and plagiarism</p> <p>⇒ use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</p>	<p>operations with rational numbers (addition, subtraction, multiplication, division, and order of operations)</p> <p>⇒ paddle making</p> <p>two-variable linear relations, using graphing, interpolation, and extrapolation</p> <p>⇒ spirit canoe journey predictions and daily checks</p> <p><b>spatial proportional reasoning</b></p> <p>⇒ integration of scale for First Peoples mural work, use of traditional design in current First Peoples fashion design, use of similar triangles to create longhouses/models</p> <p><b>statistics in society</b></p> <p>⇒ using First Peoples data on water quality, Statistics Canada data on income, health, housing, population</p> <p><b>financial literacy – simple budgets and transactions</b></p> <p>⇒ creating a budget/plan to host a First Peoples event</p>	<p>how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</p> <p>⇒ traditional Aboriginal games</p>	<p>Evidence of climate change over geological time and the recent impacts of humans</p> <p>change in climate affects:</p> <p>⇒ the interconnectedness of plants and animals, and their local environment</p> <p>⇒ e.g., changes to harvesting dates, changes to schedules due to early/late ripening and runs, lowered water levels in creeks, rivers and lakes, change in humidity impacts the ability to preserve salmon, etc.</p> <p>impacts of humans:</p> <p>⇒ humans are capable of changing Earth’s landscape, climate and systems</p> <p>⇒ efficacy of sustainable practices</p>	<p>discriminatory policies, attitudes, and historical wrongs</p> <p>⇒ discriminatory policies toward First Peoples, such as the Indian Act, potlatch ban, residential schools</p> <p>⇒ internments</p> <p>⇒ social history</p> <p>⇒ responses to discrimination in Canada</p> <p>⇒ How might specific examples of past incidents of inequality (e.g., Head Tax on Chinese immigrants, internment of Japanese-Canadians, residential schools, suffrage, discriminatory federal government labour practices related to gender and sexual orientation) be handled today under the Canadian Charter of Rights and Freedoms?</p> <p><b>physiographic features of Canada and geological processes</b></p> <p>⇒ Role-play negotiations between a wide range of stakeholders involved in the decision to build a new mine or oil pipeline</p> <p>⇒ What perspectives do different groups (e.g., environmental groups, people employed in the forest industry, First Peoples, urban and rural populations) have on the use of natural resource?</p>

