

BIG IDEAS

The identities, worldviews, and languages of B.C. First Peoples are renewed, sustained, and transformed through their connection to the land.

The impact of contact and colonialism continues to affect the political, social, and economic lives of B.C. First Peoples.

Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples.

Through self-governance, leadership, and self-determination, B.C. First Peoples challenge and resist Canada's ongoing colonialism.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Assess the significance of people, events, places, issues, or developments in the past and present (significance) • Identify what the creators of accounts, narratives, or maps have determined to be significant (significance) • Using appropriate protocols, interpret a variety of sources, including local stories or oral traditions, and Indigenous ways of knowing (holistic, experiential, reflective, and relational experiences, and memory) to contextualize different events in the past and present (evidence) • Characterize different time periods in history, including examples of progress and decline, and identify key turning points that marked periods of change (continuity and change) • Assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development (cause and consequence) • Assess the connectedness or the reciprocal relationship between people and place (cause and consequence) • Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past (perspective) • Explain and infer perspectives and sense of place, and compare varying perspectives on land and place (perspective) • Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • traditional territories of the B.C. First Nations and relationships with the land • role of oral tradition for B.C. First Peoples • impact of historical exchanges of ideas, practices, and materials among local B.C. First Peoples and with non-indigenous peoples • provincial and federal government policies and practices that have affected, and continue to affect, the responses of B.C. First Peoples to colonialism • resistance of B.C. First Peoples to colonialism • role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of B.C. First Peoples • commonalities and differences between governance systems of traditional and contemporary B.C. First Peoples • contemporary challenges facing B.C. First Peoples, including legacies of colonialism