

Indigenous Knowledge and Perspectives: Core French 5–12

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: 5-12 Core French 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 5-12 Core French 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 6 Core French curriculum includes the following explicit reference:

Grade 6, Curricular Competency, **Explore connections between First Peoples communities and the French language**

⇒ 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)*

Implicit References

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

Grade 9, Big Idea, **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.*

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.

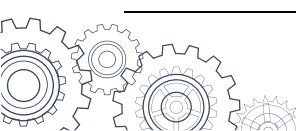


Indigenous Knowledge and Perspectives: Core French 5–12

CORE FRENCH

Grade 5

	Explicit	Implicit
Big Ideas		<p>Stories help us to acquire language</p> <p>⇒ <i>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.</i></p> <p>Each culture has traditions and ways of celebrating.</p>
Curricular Competencies	<p>Demonstrate awareness of connections between First Peoples communities and the French language</p> <p>⇒ <i>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)</i></p>	
Content		<p>communities where French is spoken across Canada</p> <p>⇒ <i>for example, les Acadiens, les Franco-Albertains, les Franco-Colombiens, les Fransaskois, les Québécois; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK</i></p> <p>a Francophone cultural festival or celebration in Canada</p> <p>⇒ <i>for example, le Carnaval de Québec, le Festival Acadien de Caraquet, le Festival de la francophonie de Victoria, le Festival du Voyageur, le Festival du Bois, Métis Fest</i></p> <p>⇒ <i>could include information about activities, clothing, dance, decorations, First Peoples regalia, food, music, parades, sports</i></p> <p>ethics of cultural appropriation and plagiarism</p> <p>⇒ <i>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</i></p>

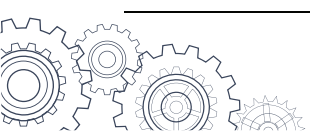




CORE FRENCH

Grade 6

	Explicit	Implicit
Big Ideas		<p>Stories help us to acquire language and understand the world around us.</p> <ul style="list-style-type: none"> ⇒ <i>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.</i> ⇒ <i>understand the world: by exploring, for example, thoughts, feelings, knowledge, culture, and identity</i> <p>Learning about Francophone communities helps us develop cultural awareness.</p>
Curricular Competencies	<p>Explore connections between First Peoples communities and the French language</p> <ul style="list-style-type: none"> ⇒ <i>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)</i> 	<p>Explore Francophone communities across Canada</p> <p>Explore a Francophone cultural festival or celebration in Canada</p>
Content		<p>communities where French is spoken across Canada</p> <ul style="list-style-type: none"> ⇒ <i>for example, les Acadiens, les Franco-Albertains, les Franco-Colombiens, les Fransaskois, les Québécois; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK</i> <p>a Francophone cultural festival or celebration in Canada</p> <ul style="list-style-type: none"> ⇒ <i>for example, le Carnaval de Québec, le Festival Acadien de Caraquet, le Festival de la francophonie de Victoria, le Festival du Voyageur, le Festival du Bois, Métis Fest</i> ⇒ <i>could include information about activities, clothing, dance, decorations, First Peoples regalia, food, music, parades, sports</i> <p>ethics of cultural appropriation and plagiarism</p> <ul style="list-style-type: none"> ⇒ <i>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</i>

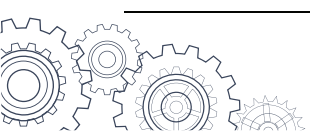




CORE FRENCH

Grade 7

	Explicit	Implicit
Big Ideas		<p>Stories help us to acquire language and understand the world around us.</p> <ul style="list-style-type: none"> ⇒ <i>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.</i> ⇒ <i>understand the world: by exploring, for example, thoughts, feelings, knowledge, culture, and identity</i> <p>Deepening our knowledge of Francophone communities helps us develop cultural awareness.</p>
Curricular Competencies	<p>Explore and share information about connections between First Peoples communities and the French language</p> <ul style="list-style-type: none"> ⇒ <i>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)</i> 	<p>Explore and share information about Francophone communities across Canada and around the world</p> <p>Describe cultural aspects of Francophone communities</p>
Content		<p>communities where French is spoken across Canada</p> <ul style="list-style-type: none"> ⇒ <i>for example, les Acadiens, les Franco-Albertains, les Franco-Colombiens, les Fransaskois, les Québécois; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK</i> <p>cultural aspects of Francophone communities</p> <p>ethics of cultural appropriation and plagiarism</p> <ul style="list-style-type: none"> ⇒ <i>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</i>

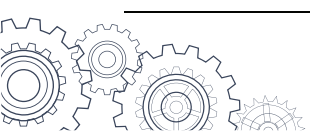




CORE FRENCH

Grade 8

	Explicit	Implicit
Big Ideas		<p>We can share our experiences and perspectives through stories.</p> <p>⇒ <i>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.</i></p> <p>We can experience authentic Francophone cultures through creative works.</p> <p>Our understanding of culture is influenced by the languages we speak and the communities with which we engage.</p>
Curricular Competencies	<p>Explore and share information about connections between First Peoples communities and the French language</p> <p>⇒ <i>for example, First Nations, Métis, and Inuit communities where French is spoken, in Canada (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); indigenous communities where French is spoken, around the world (e.g., communities in Gabonese Republic, Guiana, and Republic of Côte d'Ivoire)</i></p> <p>⇒ <i>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.</i></p>	<p>Explore ways in which Francophone cultures are expressed through creative works</p> <p>Describe cultural aspects of Francophone communities</p> <p>Explore ways to engage in experiences with Francophone communities and people.</p>
Content		<p>cultural aspects of Francophone communities</p> <p>ethics of cultural appropriation and plagiarism</p> <p>⇒ <i>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</i></p>

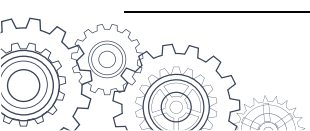




CORE FRENCH

Grade 9

	Explicit	Implicit
Big Ideas		<p>We can share our experiences and perspectives through stories.</p> <p>⇒ <i>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.</i></p> <p>Francophone creative works are expressions of Francophone cultures.</p>
Curricular Competencies	<p>Explore and share information about connections between First Peoples communities and the French language</p> <p>⇒ <i>for example, First Nations, Métis, and Inuit communities where French is spoken, in Canada (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); indigenous communities where French is spoken, around the world (e.g., communities in Gabonese Republic, Guiana, and Republic of Côte d’Ivoire)</i></p> <p>⇒ <i>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.</i></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>
Content		<p>traditions and other cultural aspects in various Francophone regions</p> <p>ethics of cultural appropriation and plagiarism</p> <p>⇒ <i>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</i></p>

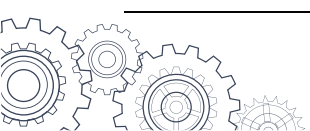




CORE FRENCH

Grade 10

	Explicit	Implicit
Big Ideas		<p>Cultural expression can take many forms.</p> <p>⇒ <i>Forms of cultural expression represent the experience of the people from whose culture they are drawn; for example, customs, folklore, language use, traditions, ways of celebrating, and creative works (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre).</i></p>
Curricular Competencies	<p>Recognize that language and culture have been influenced by the interactions of First peoples and Francophone communities in Canada</p> <p>⇒ <i>the Michif language, which includes First Nations and French vocabulary and structures and expresses a distinctive Métis culture</i></p> <p>⇒ <i>Chinook Jargon, which was used for trading along the West Coast</i></p> <p>⇒ <i>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</i></p>	<p>Explore Francophone cultural expression</p> <p>Recognize connections between language and culture</p> <p>Explore the lives and contributions of Francophone Canadians</p> <p>Explore the importance of story in personal, family, and community identity</p> <p>⇒ <i>including First Nations, Métis, and Inuit people; immigrants to Canada; and Canadians of diverse backgrounds</i></p> <p>Engage in experiences with Francophone communities and people</p>
Content		<p>lives of Francophone Canadians and their contributions to society</p> <p>ethics of cultural appropriation and plagiarism</p> <p>⇒ <i>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</i></p>

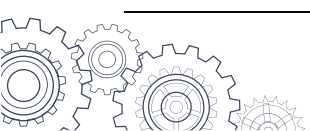




CORE FRENCH

Grade 11

	Explicit	Implicit
Big Ideas		<p>Language and culture are interconnected and shape our perspective, identity, and voice.</p> <p>Exploring diverse forms of cultural expression promotes greater understanding of our own cultural identity.</p> <p>⇒ <i>Forms of cultural expression represent the experience of the people from whose culture they are drawn; for example, customs, folklore, language use, traditions, ways of celebrating, and creative works (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre).</i></p>
Curricular Competencies	<p>Recognize that language and culture have been influenced by the interactions of First Peoples and Francophone communities in Canada</p> <p>⇒ <i>the Michif language, which includes First Nations and French vocabulary and structures and expresses a distinctive Métis culture</i></p> <p>⇒ <i>Chinook Jargon, which was used for trading along the West Coast</i></p> <p>⇒ <i>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</i></p>	<p>Explore Francophone cultural expression</p> <p>Explore connections between language and culture</p> <p>Explore the importance of story in personal, family, and community identity</p> <p>⇒ <i>including First Nations, Métis, and Inuit people; immigrants to Canada; and Canadians of diverse backgrounds</i></p> <p>Engage in experiences with Francophone communities and people</p>
Content		<p>ethics of cultural appropriation and plagiarism</p> <p>⇒ <i>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</i></p>

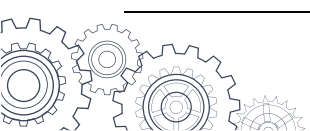




CORE FRENCH

Grade 11 Introductory

	Explicit	Implicit
Big Ideas		<p>Stories help us to acquire language and understand the world around us.</p> <ul style="list-style-type: none"> ⇒ <i>Stories are narrative texts that can be oral, written, or visual. Stories can be simple or complex and may be derived from real or imagined experiences. They can be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. Examples are indigenous oral histories, personal stories, skits, series of pictures, songs, student-created stories.</i> ⇒ <i>understand the world: by exploring, for example, thoughts, feelings, knowledge, culture, and identity</i> <p>Exploring diverse forms of cultural expression allows us to experience and appreciate cultural diversity.</p> <ul style="list-style-type: none"> ⇒ <i>Forms of cultural expression represent the experience of the people from whose culture they are drawn; for example, customs, folklore, language use, traditions, ways of celebrating, and creative works (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre).</i>
Curricular Competencies	<p>Explore and share information about connections between indigenous communities and the French language</p> <ul style="list-style-type: none"> ⇒ <i>for example, First Nations, Métis, and Inuit communities where French is spoken, in Canada (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); indigenous communities where French is spoken, around the world (e.g., communities in Gabonese Republic, Guiana, and Republic of Côte d’Ivoire)</i> ⇒ <i>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.</i> 	<p>Explore Francophone cultural expression</p> <p>Explore the lives and contributions of Francophone Canadians</p> <p>Explore the importance of story in personal, family, and community identity</p> <ul style="list-style-type: none"> ⇒ <i>Stories are an important way to seek and impart knowledge, beliefs, customs, perspectives, traditions, values, and worldviews. In doing so, they can share history and strengthen a sense of identity.</i>
Content		<p>Francophone communities</p> <p>traditions and other cultural practices in various Francophone regions</p> <p>lives of Francophone Canadians and their contributions to society</p> <p>ethics of cultural appropriation and plagiarism</p> <ul style="list-style-type: none"> ⇒ <i>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</i>





CORE FRENCH

Grade 12

	Explicit	Implicit
Big Ideas		<p>Appreciation of Francophone cultures allows us to understand and explore global issues with greater awareness.</p> <p>Exploring diverse forms of cultural expression promotes a greater understanding of cultures worldwide.</p> <p>⇒ <i>Forms of cultural expression represent the experience of the people from whose culture they are drawn; for example, customs, folklore, language use, traditions, ways of celebrating, and creative works (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre).</i></p>
Curricular Competencies	<p>Recognize that language and culture have been influenced by the interactions of First Peoples and Francophone communities in Canada</p> <p>⇒ <i>the Michif language, which includes First Nations and French vocabulary and structures and expresses a distinctive Métis culture</i></p> <p>⇒ <i>Chinook Jargon, which was used for trading along the West Coast</i></p> <p>⇒ <i>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</i></p>	<p>Explore cultural expression in diverse communities</p> <p>Explore connections between language and culture</p> <p>Engage in experiences with Francophone communities and people</p>
Content		<p>ethics of cultural appropriation and plagiarism</p> <p>⇒ <i>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</i></p>

