

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 2* 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 2 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 2 Science curriculum includes the following explicit reference:

Science, Content, **First Peoples use of their knowledge of life cycles**

- ⇒ *stewardship: sustainably gathering plants and hunting/ fishing in response to seasons and animal migration patterns (e.g., clam gardens, seasonal rounds, etc.)*
- ⇒ *sustainable fish hatchery programs run by local First Peoples*

Implicit References

Implicit references are Big Ideas, Curricular Competencies, and Content that indirectly refer to Indigenous knowledge and perspectives. For example, the Grade 2 Career Education curriculum includes the following implicit reference:

Career Education, Big Idea, **Strong communities are the result of being connected to family and community and working together toward common goals.**

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:

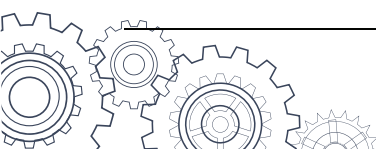
Bolded print	Mandated Learning Standard
•	Sub-points of a Learning Standard
⇨	<i>Elaborations</i>
○	<i>Key questions or samples</i>

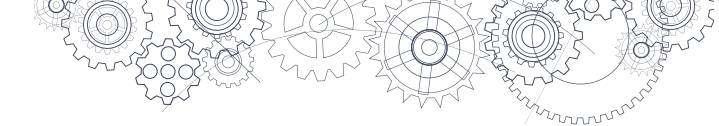
***Place** refers to any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity.

	ADST	Arts	Career Ed.	ELA	Français langue première	Français langue seconde – immersion	Languages	Mathematics	PHE	Science	Social Studies
Big Ideas	Explicit				Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.						
	Implicit		<p>Creative expression develops our unique identity and voice.</p> <p>People connect to the hearts and minds of others in a variety of places and times through the arts.</p>	<p>Strong communities are the result of being connected to family and community and working together toward common goals.</p> <p>Communities include many different roles requiring many different skills.</p> <p>Learning is a lifelong enterprise.</p>	<p>Stories and other texts connect us to ourselves, our families, and our communities.</p> <p><i>story/stories:</i></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><i>Text/texts:</i></p> <p>⇒ Text and texts are generic terms referring to all forms of oral, written, visual, and digital communication:</p> <ul style="list-style-type: none"> -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 (eg. In dramatic presentations, graphic novels, films, web pages, advertisements). <p>Through listening and speaking, we connect with others and share our world.</p>	Stories emerge from our imagination and reflect the experiences, dreams, and reality of the author.		<p>Awareness of other cultures helps us discover our own culture and build our own identity.</p>	<p>Numbers to 100 represent quantities that can be decomposed into 10s and 1s.</p> <p>⇒ What stories live in numbers?</p> <p>⇒ How do numbers help us communicate and think about place?</p> <p>The regular change in increasing patterns can be identified and used to make generalizations.</p> <p>⇒ What stories live in patterns?</p>	<p>Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.</p> <p>Our physical, emotional, and mental health are interconnected.</p>	<p>Living things have life cycles adapted to their environment.</p>

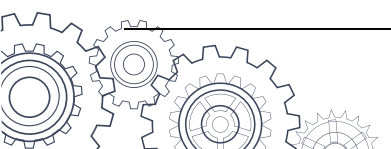


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Curricular Competencies	Explicit			<p>Show awareness of how story in First Peoples cultures connects people to family and community story in First Peoples cultures:</p> <p>⇒ Traditional and contemporary First Peoples stories take many forms (eg., prose, song, dance, poetry, theatre, carvings, pictures) are told for several purposes:</p> <ul style="list-style-type: none"> - teaching (e.g., life lessons, community responsibilities, rites of passage), - sharing creation stories, - recording personal, family and community histories, - “mapping” the geography and resources of an area, - ensuring cultural continuity (e.g., knowledge of ancestors, language), - healing, -entertainment 	<p>Identify important information in Aboriginal narratives and other texts</p> <p>⇒ 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.</p>	<p>Identify, in Francophone and Aboriginal texts, elements that are present in one’s own culture</p> <p>⇒ oral, written, visual</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 and news events, cross-curricular integration</p> <p>⇒ Have students pose and solve problems or ask questions connected to place, stories, and cultural practices</p> <p>⇒ Elder communication to explain harvest traditions and sharing practices</p> <p>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</p> <p>⇒ Incorporate:</p> <ul style="list-style-type: none"> - Invite local First Peoples Elders and knowledge keepers to share their knowledge <p>⇒ make connections:</p> <ul style="list-style-type: none"> - Bishop’s cultural practices: counting, measuring, locating, designing, playing, explaining (csus.edu/indiv/o/oreyd/ACP.htm_files/abishop.htm) - aboriginaleducation.ca - Teaching Mathematics in a First Nations Context, FNEsc fnesc.ca/k-7/ 		<p>Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge</p>	



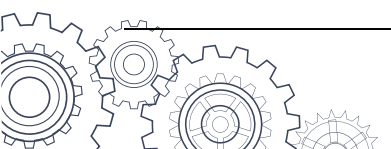


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Curricular Competencies	Implicit	<p>Generate ideas from their experiences and interests.</p> <p>Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment</p> <p>Make a product using known procedures or modelling of others.</p>	<p>Explore personal experience, community, and culture through arts activities</p> <p>Observe and share how artists use processes, materials, movements, technologies, tools, and techniques</p> <p>⇒ <i>people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves</i></p> <p>Interpret symbolism and how it can be used to express meaning through the arts</p> <p>Express feelings, ideas, stories, observations, and experiences through creative works</p> <p>Describe and respond to works of art</p>	<p>Work respectfully and constructively with others to achieve common goals.</p> <p>Identify and appreciate the roles and responsibilities of people in their schools, families, and communities.</p>	<p>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity and community</p> <p><i>engage actively as listeners, viewers, and readers:</i></p> <p>⇒ <i>connecting to personal knowledge, experiences, and traditions: participating in community and cultural traditions and practices; asking questions related to the topic at hand</i></p> <p>Demonstrate awareness of the role that story plays in personal, family, and community identity</p> <p>Exchange ideas and perspectives to build shared understanding.</p> <p><i>exchanging ideas and perspectives:</i></p> <p>⇒ <i>taking turns in offering ideas related to the topic at hand, engaging in conversation with peers and adults, and showing respect for the contributions of others</i></p> <p>Explore oral storytelling processes.</p> <p><i>oral storytelling processes:</i></p> <p>⇒ <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</i></p>	<p>Draw on prior knowledge to make connections between texts and personal and cultural experiences</p> <p>Make connections between texts, one's experience, and Francophone culture</p>			<p>Connect mathematical concepts to each other and to other areas and personal interests</p> <p>⇒ <i>to develop a sense of how mathematics helps us understand ourselves and the world around us (e.g., daily activities, local and traditional practices, the environment, popular media and news events, social justice, and cross-curricular integration)</i></p>	<p>Explain how participation in outdoor activities supports connections with the community and environment</p> <p>Identify and apply strategies that promote mental well-being</p> <p>Identify personal skills, interests, and preferences and describe how they influence self-identity</p>	<p>Questioning and predicting:</p> <p>⇒ <i>Cycles are sequences or series of events that repeat/reoccur over time. A subset of pattern, cycles are looping or circular (cyclical) in nature. Cycles help people make predictions and hypotheses about the cyclical nature of the observable patterns.</i></p> <p>Key questions about cycles:</p> <ul style="list-style-type: none"> How do First Peoples use their knowledge of life cycles to ensure sustainability in their local environments? <p>Experience and interpret the local environment</p> <p>Express and reflect on personal experiences of place:</p> <p>⇒ <i>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.</i></p>	<p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>⇒ <i>Draw simple interpretations from personal experiences, oral sources, and visual and written representations</i></p> <p>Explain why people, events, or places are significant to various individuals and groups</p> <p>Sample activity:</p> <ul style="list-style-type: none"> Identify significant people and places in BC, Canada, and the world. <p>Key questions:</p> <ul style="list-style-type: none"> Why do people have different opinions on what people, events, and places are more significant than others? Are there people, events, and places that everyone thinks are significant? Explain why or why not. <p>Sequence objects, images, and events, or explain why some aspects change and others stay the same</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Create a timeline of key events in your region Make simple predictions about how communities might change in the future





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Curricular Competencies	Implicit (cont.)										<p><i>Key questions about place:</i></p> <ul style="list-style-type: none"> ○ <i>What is place?</i> ○ <i>What are some ways in which people experience place?</i> ○ <i>How can you gain a sense of place in your local environment?</i> <p>How can you share your observations and ideas about living things in your local environment to help someone else learn about place?</p>	<ul style="list-style-type: none"> ○ <i>Conduct research (e.g., interview an Elder, visit a museum) to identify changes that have occurred in your community</i> ○ <i>Give examples of traditions and practices that have endured over time in the communities you have studied</i> <p>Recognize the causes and consequences of events, decisions, or developments</p> <p><i>Key questions:</i></p> <ul style="list-style-type: none"> ○ <i>What would happen if people did not take care of their local environment?</i> <p>Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events</p>





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Content	Explicit	<p>traditional and contemporary Aboriginal arts and arts-making processes</p> <p>⇒ <i>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</i></p>								<p>First Peoples use of their knowledge of life cycles:</p> <p>⇒ <i>stewardship: sustainably gathering plants and hunting/fishing in response to seasons and animal migration patterns (e.g., clam gardens, seasonal rounds, etc.)</i></p> <p>⇒ <i>sustainable fish hatchery programs run by local First Peoples</i></p> <p>local First Peoples' knowledge of water</p> <ul style="list-style-type: none"> • water cycles • conservation • connection to other systems <p>⇒ <i>cultural significance of water (i.e., water is essential for all interconnected forms of life)</i></p>	<p>diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</p> <p><i>Sample topics:</i></p> <ul style="list-style-type: none"> ○ <i>daily life in different communities (e.g., work, housing, use of the land, education, access to public services and utilities, transportation)</i> ○ <i>key cultural aspects (e.g., language, traditions, arts, food)</i> ○ <i>cultural diversity within your community</i> <p><i>Key questions:</i></p> <ul style="list-style-type: none"> ○ <i>What does community mean to you?</i>





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Content	Implicit	<p>symbolism as a means of expressing specific meaning</p> <p>⇒ use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., family can be represented with connected shapes, similar timbres, or collaborative movement)</p> <p>variety of local works of art and artistic traditions from diverse cultures, communities, times and places</p> <p>⇒ the results of creative processes in disciplines such as dance, drama, music, and visual arts</p>	<p>Cultural and social awareness</p> <p>⇒ Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.</p> <p>Roles and responsibilities at home, at school, and in the community.</p>	<p>elements of story</p> <p>oral language strategies</p> <p>features of oral language</p>		<p>cultural elements</p>		<p>benchmarks of 25, 50, and 100 and personal referents</p> <p>⇒ seating arrangements at ceremonies/feasts</p> <p>repeating and increasing patterns</p> <p>⇒ Métis finger weaving</p> <p>⇒ First Peoples head/armband patterning</p> <p>⇒ online video and text: Small Number Counts to 100 (matcatcher.ormacs.sfu.ca/story/small-number-counts-100)</p> <p>multiple attributes of 2D shapes and 3D objects</p> <p>⇒ using traditional northwest coast First Peoples shapes (ovals, U, split U, and local art shapes) reflected in the natural environment</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>factors that influence self-identity</p> <p>could include:</p> <p>⇒ self-esteem</p> <p>⇒ self-efficacy</p> <p>⇒ cultural heritage</p> <p>⇒ body image</p>	<p>water sources including local watersheds</p>	<p>how people's needs and wants are met in communities</p> <p>Key questions:</p> <ul style="list-style-type: none"> ○ How do local environment and culture affect the goods and services available in your community? ○ How do different communities help people who can't meet their basic needs? <p>relationships between people and the environment in different communities</p> <p>Sample topics:</p> <ul style="list-style-type: none"> ○ impact of different economic activities and ways of life on the environment ○ impact on the environment by small and large communities ○ community values regarding conservation and protection of the environment <p>Key questions:</p> <ul style="list-style-type: none"> ○ What types of environmental challenges do people face in different communities (e.g., natural disasters, climate change, lack of natural resources)? <p>diverse features of the environment in other parts of Canada and the world</p> <p>rights and responsibilities of individuals regionally and globally</p> <p>⇒ connections between your community and communities throughout Canada and around the world</p> <p>roles and responsibilities of regional governments</p> <p>⇒ examples of leaders in your community (e.g., mayor, town councillors, chief, Elders, community volunteers) and the places where they meet</p> <p>⇒ Should everyone be responsible for helping others in their community?</p>

