

## 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 3* 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 3 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 3 Arts Education curriculum includes the following explicit reference:

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

⇒ *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*

## Implicit References

Implicit references are Big Ideas, Curricular Competencies, and Content that indirectly refer to Indigenous knowledge and perspectives. For example, the Grade 3 English Language Arts curriculum includes the following implicit reference

English Language Arts, Curricular Competency, **Explain the role that story plays in personal, family, and community 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:

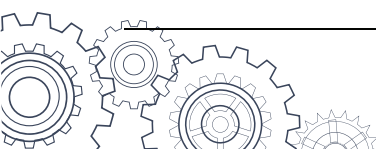
Bolded print	Mandated Learning Standard
•	Sub-points of a Learning Standard
⇨	<i>Elaborations</i>
○	<i>Key questions or samples</i>

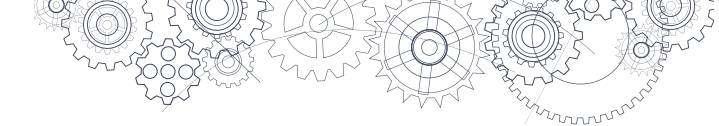
**\*Place** refers to any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity.

	ADST	Arts	Career Ed.	ELA	Français langue première	Français langue seconde – immersion	Languages	Mathematics	PHE	Science	Social Studies
<b>Big Ideas</b>	Explicit				Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.						<p>Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</p> <p>Indigenous knowledge is passed down through oral history, traditions, and collective memory.</p> <p>Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</p>
	Implicit		<p>Dance, drama, music, and visual arts are each unique languages for creating and communicating. The arts connect our experiences to the experiences of others.</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: -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> <p>Stories can be understood from different perspectives.</p>		<p>Texts present cultural elements that allow us to experience or understand different viewpoints.</p> <p>⇒ oral, written, visual</p>	<p>Fractions are a type of number that can represent quantities.</p> <p>⇒ What stories live in numbers?</p> <p>⇒ How do numbers help us communicate and think about place?</p>	<p>Our physical, emotional, and mental health are interconnected.</p>	<p>Living things are diverse, can be grouped, and interact in their ecosystems.</p> <p>⇒ Interconnectedness means that all things are related to and interact with each other and the environment. How does local First Peoples knowledge of living things demonstrate interconnectedness?</p>	

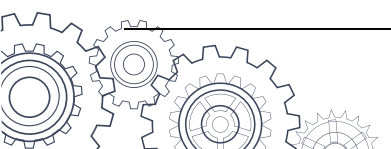


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Curricular Competencies	Explicit			<p><b>Show awareness of how story in First Peoples cultures connects people to family and community</b>  <i>story in First Peoples cultures:</i></p> <ul style="list-style-type: none"> <li>⇒ Traditional and contemporary First Peoples stories take many forms (eg., prose, song, dance, poetry, theatre, carvings, pictures) are told for several purposes: - 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</li> </ul> <p><b>Develop awareness of how story in First Peoples cultures connects people to land.</b>  <i>how story in First Peoples cultures connects people to land:</i></p> <ul style="list-style-type: none"> <li>⇒ First Peoples stories were created to explain the landscape, the seasons, and local events.</li> </ul> <p><b>Explore and appreciate aspects of First Peoples oral traditions</b>  <i>Oral traditions:</i></p> <ul style="list-style-type: none"> <li>⇒ the means by which culture is transmitted over generations other than through written records.</li> <li>⇒ 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.</li> <li>⇒ 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).</li> <li>⇒ The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</li> </ul>	<p><b>Become aware of the role of oral traditions in Aboriginal narratives</b></p>			<p><b>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</b></p> <ul style="list-style-type: none"> <li>⇒ in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration</li> <li>⇒ Have students pose and solve problems or ask questions connected to place, stories, and cultural practices.</li> </ul> <p><b>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</b></p> <ul style="list-style-type: none"> <li>⇒ Incorporate:               <ul style="list-style-type: none"> <li>– Invite local First Peoples Elders and knowledge keepers to share their knowledge</li> </ul> </li> <li>⇒ make connections:               <ul style="list-style-type: none"> <li>– Bishop’s cultural practices: counting, measuring, locating, designing, playing, explaining (<a href="http://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="http://aboriginaleducation.ca">aboriginaleducation.ca</a></li> <li>– Teaching Mathematics in a First Nations Context, <a href="http://FNEsc.fnesc.ca/k-7/">FNEsc fnesc.ca/k-7/</a></li> </ul> </li> </ul>		<p><b>Identify First Peoples perspectives and knowledge as sources of information</b></p>	





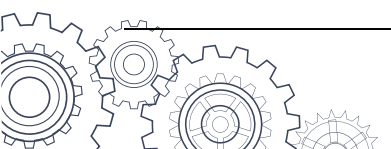
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Curricular Competencies	<b>Implicit</b>	<p>Generate ideas from their experiences and interests.</p> <p>Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment</p> <p>Make a product using known procedures or modelling of others.</p>	<p>Explore identity, place, culture, and belonging through arts experiences</p> <p>Explore relationships among cultures, communities, and the arts</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>Recognize how different texts reflect different purposes.</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><b>Explain the role that story plays in personal, family, and community identity.</b></p> <p><b>Exchange ideas and perspectives to build shared understanding.</b></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><b>Use oral storytelling processes.</b></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>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>Describe factors that influence mental well-being and self-identity</p>	<p>Make observations about living and non-living things in the local environment</p> <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><i>Key questions about place:</i></p> <ul style="list-style-type: none"> <li>How does what you know about place affect your observations, questions, and predictions?</li> <li>How does understanding place help you analyze information and recognize connections and relationships in your local environment?</li> <li>How does place connect with stewardship?</li> <li>How can you be a steward in your local environment?</li> </ul>	<p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>⇒ <i>Create simple maps to represent the community and one or more other communities within BC and Canada</i></p> <p>⇒ <i>Draw simple interpretations from personal experiences and oral, visual, and written stories</i></p> <p><b>Explain why people, events, or places are significant to various individuals and groups</b></p> <p><i>Key questions:</i></p> <ul style="list-style-type: none"> <li>Why are stories important to indigenous people?</li> <li>Why do Elders play an important part in the lives of First Peoples?</li> <li>What values were significant for local First Peoples?</li> </ul> <p><b>Ask questions, make inferences, and draw conclusions about the content and features of different types of sources</b></p> <p><i>Sample activity:</i></p> <ul style="list-style-type: none"> <li>View different artifacts from indigenous cultures and speculate on what they might have been used for</li> </ul> <p><b>Sequence objects, images, and events, or explain why some aspects change and others stay the same</b></p> <p><i>Key questions:</i></p> <ul style="list-style-type: none"> <li>How has the way of life changed for indigenous people?</li> <li>How are indigenous cultures viewed today?</li> <li>How have First Peoples government and leadership changed over time?</li> </ul>





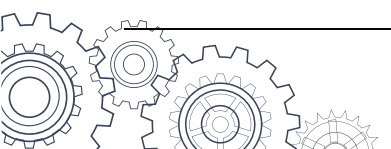


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<b>Curricular Competencies</b>	<b>Implicit (cont.)</b>											<p><b>Recognize the causes and consequences of events, decisions, or developments</b></p> <ul style="list-style-type: none"> <li>⇒ <i>How might present-day Canada be different if First Peoples had not been moved to reserves?</i></li> <li>⇒ <i>How has the way of life changed for indigenous people?</i></li> </ul> <p><b>Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events</b></p> <ul style="list-style-type: none"> <li>⇒ <i>How do the values of indigenous people differ from the values of people from other cultures?</i></li> </ul> <p><b>Make value judgements about events, decisions, or actions, and suggest lessons that can be learned</b></p> <ul style="list-style-type: none"> <li>⇒ <i>Is the technology we have today better than the traditional technology of indigenous peoples?</i></li> <li>⇒ <i>Should indigenous cultures and languages be maintained? Explain your reasons.</i></li> <li>⇒ <i>Should anything be done about the loss of indigenous lands? Explain your reasons.</i></li> </ul>





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Content	<p><b>Explicit</b></p> <p><i>(Note: Students are expected to use the learning standards for Curricular Competencies from Applied Design, Skills, and Technologies K-3 in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making).</i></p>	<p><b>traditional and contemporary Aboriginal arts and arts-making processes</b></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><b>the knowledge of local First Peoples of ecosystems</b></p> <p>⇒ the interconnection between living and non-living things in the local environment; our shared responsibility to care for the local environment (i.e., stewardship); information shared from the local First Peoples community and Elders</p> <p><b>local First Peoples knowledge of local landforms</b></p> <p>⇒ oral narrative about landforms</p>	<p><b>cultural characteristics and ways of life of local First Peoples and global indigenous peoples</b></p> <p>Sample topics:</p> <ul style="list-style-type: none"> <li>○ potential First Peoples and global indigenous people for study could include:               <ul style="list-style-type: none"> <li>– Local BC First Peoples</li> <li>– Canadian and other North American indigenous people</li> <li>– local indigenous peoples of South America</li> <li>– ethnic Chinese and Koreans</li> <li>– ethnic European groups (Germanic, Slavic, Latin, Celtic)</li> </ul> </li> <li>○ worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings</li> </ul> <p><b>interconnections of cultural and technological innovations of global and local indigenous peoples</b></p> <p>Sample topics:</p> <ul style="list-style-type: none"> <li>○ clothing</li> <li>○ pottery</li> <li>○ shelters and buildings</li> <li>○ tools</li> <li>○ hunting and fishing techniques</li> <li>○ food cultivation and preparation</li> <li>○ ceremonies</li> <li>○ art</li> <li>○ music</li> <li>○ basketry and weaving</li> </ul> <p><b>governance and social organization in local and global indigenous societies</b></p> <p>Sample topics:</p> <ul style="list-style-type: none"> <li>○ Elders</li> <li>○ reservations</li> <li>○ band councils</li> <li>○ traditional leadership</li> </ul> <p><b>oral history, traditional stories, and artifacts as evidence about past First Peoples cultures</b></p> <p>Sample topics:</p> <ul style="list-style-type: none"> <li>○ tools</li> <li>○ earth mounds</li> <li>○ petroglyphs</li> <li>○ oral stories</li> <li>○ sacred or significant places and landforms</li> </ul>





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<b>Content</b>	<b>Implicit</b>	<p><b>symbolism as a means of expressing specific meaning</b></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., the solar system can be represented through positive and negative space, sound exploration, or collaborative movement)</p> <p><b>variety of local works of art and artistic traditions from diverse cultures, communities, times and places</b></p> <p>⇒ the results of creative processes in disciplines such as dance, drama, music, and visual arts</p>	<p><b>Cultural and social awareness</b></p> <p>⇒ Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc</p> <p><b>Roles and responsibilities at home, at school, and in the community.</b></p>	<p><b>elements of story functions and genres of stories and other texts</b></p> <p><b>oral language strategies features of oral language</b></p>	<p><b>characteristics of fairy and folk tales</b></p> <p>⇒ typical opening and closing lines, characters, personification, setting, moral, circular structure (in Aboriginal folk tales), etc.</p> <p><b>circular structure</b></p> <p>⇒ traditional Aboriginal texts with a main character, starting point, progression, and return to the starting point with the character transformed</p>	<p><b>cultural elements</b></p>		<p><b>number concepts to 1000</b></p> <p>⇒ instructional resource: <i>Math in a Cultural Context</i>, by Jerry Lipka</p> <p><b>fraction concepts</b></p> <p>⇒ equal sharing, pole ratios as visual parts, medicine wheel, seasons</p> <p><b>multiplication and division concepts</b></p> <p>⇒ fish drying on rack; sharing of food resources in First Peoples communities</p> <p><b>pattern rules using words and numbers, based on concrete experiences</b></p> <p>⇒ Share examples of local First Peoples art with the class, and ask students to notice patterns in the artwork</p> <p><b>time concepts</b></p> <p>⇒ estimating time, using environmental references and natural daily/seasonal cycles, temperatures based on weather systems, traditional calendar</p> <p><b>construction of 3D objects</b></p> <p>⇒ jingle dress bells, bentwood box, birch bark baskets, pithouses</p> <p><b>likelihood of simulated events, using comparative language</b></p> <p>⇒ story: <i>The Snowsnake Game</i> (<a href="http://yukon-ed-show-me-your-math.wikispaces.com/file/view/The%20Snowsnake%20Game.pdf/203828506/The%20Snowsnake%20Game.pdf">yukon-ed-show-me-your-math.wikispaces.com/file/view/The%20Snowsnake%20Game.pdf/203828506/The%20Snowsnake%20Game.pdf</a>)</p> <p><b>financial literacy — fluency with coins and bills to 100 dollars, and earning and payment</b></p> <p>⇒ Using pictures of First Peoples trade items (e.g., dentalium shells, dried fish, or tools when available) with the values indicated on the back, have students play a trading game.</p>	<p><b>different types of physical activities, including individual and dual activities, rhythmic activities, and games</b></p> <p>⇒ traditional Aboriginal games</p> <p><b>factors that influence self-identity could include:</b></p> <p>⇒ self-esteem</p> <p>⇒ self-efficacy</p> <p>⇒ cultural heritage</p> <p>⇒ body image</p>	<p><b>biodiversity in the local environment</b></p> <p>⇒ characteristics of local plants, animals and fungi</p> <p><b>energy is needed for life</b></p> <p>⇒ food chains: the flow of food energy from one organism to another (e.g., grass to rabbit to lynx)</p> <p><b>major local landforms</b></p> <p>⇒ mountains, hills, plateaus, valleys, riverbeds, deltas, glaciers, etc.; oral narrative about landforms</p> <p><b>observable changes in the local environment caused by erosion and deposition by wind, water, and ice</b></p>	<p><b>aspects of life shared by and common to peoples and cultures</b></p> <p>⇒ systems of ethics and spirituality</p> <p><b>relationship between humans and their environment</b></p> <p>Sample topics:</p> <ul style="list-style-type: none"> <li>○ protocols around the world that acknowledge and respect the land</li> <li>○ organization and techniques of hunting and fishing</li> </ul>

