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 5 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 5 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 5 English Language Arts curriculum includes the following explicit reference:

English Language Arts, Curricular Competency, Identify how story in First Peoples cultures connects people to land

First Peoples stories were created to explain the landscape, the seasons, and local events.

Implicit References

Implicit references are Big Ideas, Curricular Competencies, and Content that indirectly refer to Indigenous knowledge and perspectives. For example, the Grade 5 Arts Education curriculum includes the following implicit reference:

Arts Education, Content, a variety of regional and national works of art and artistic traditions from diverse cultures, communities, times and places

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.
### Explicit

<table>
<thead>
<tr>
<th>ADST</th>
<th>Arts</th>
<th>Career Ed.</th>
<th>ELA</th>
<th>Français langue première</th>
<th>Français langue seconde – immersion</th>
<th>Languages</th>
<th>Mathematics</th>
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<td>Aboriginal narratives are part of Canada’s Francophone history and culture.</td>
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### Implicit

Skills are developed through practice, effort, and action.

**Engaging in creative expression and experiences expands people’s sense of identity and belonging.**

Dance, drama, music, and visual arts are each unique languages for creating and communicating. Works of art influence and are influenced by the world around us.

**Public identity is influenced by personal choices and decisions.** Leadership requires listening to and respecting the ideas of others.

**Family and community relationships can be a source of support and guidance when solving problems and making decisions.**

**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: a text is a coherent set of written, oral or visual elements that convey meaning and serve to communicate or transmit a message.
- Texts create a portrait of an era and a population’s values, practices, and beliefs.
- 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.

**Interactions with other people reveal their varied perspectives and thus expose human diversity.**

**What stories live in numbers?**

**How do numbers help us to acquire language?**

**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.

**Numbers describe quantities that can be represented by equivalent fractions.**

- What stories live in numbers?
- How do numbers help us communicate and think about place?

**Personal choices and social and environmental factors influence our health and well-being.**

**Developing healthy relationships helps us feel connected, supported, and valued.**

**Machines are devices that transfer force and energy.**

- What natural machines can you identify in your local environment?
- Earth materials change as they move through the rock cycle and can be used as natural resources.

**Natural resources continue to shape the economy and identity of different regions of Canada.**

### Big Ideas

Indigenous Knowledge and Perspectives: Cross-Curricular References K–9 - Grade 5

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Indigenous Knowledge and Perspectives: Cross-Curricular References K–9 – Grade 5

- Indigenous narratives are part of Canada’s Francophone history and culture.
- Skills are developed through practice, effort, and action.
- Public identity is influenced by personal choices and decisions. Leadership requires listening to and respecting the ideas of others.
- Family and community relationships can be a source of support and guidance when solving problems and making decisions.
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- What stories live in numbers?
- How do numbers help us to acquire language?
- What natural machines can you identify in your local environment?
- Earth materials change as they move through the rock cycle and can be used as natural resources.
- Natural resources continue to shape the economy and identity of different regions of Canada.
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<tr>
<td><strong>Demonstrate how story in First Peoples cultures connects people to family and community</strong> story in First Peoples cultures:</td>
<td><strong>Demonstrate how Aboriginal legends reflect specific beliefs</strong> Understand the importance of the storyteller and the art of storytelling in Aboriginal cultures</td>
<td>Identify the cultural and historical elements in Aboriginal and other texts, to put them into context</td>
<td><strong>ASL, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish:</strong> Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge</td>
<td>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</td>
<td>Identify First Peoples perspectives and knowledge as sources of information</td>
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<td>Traditional and contemporary First Peoples stories take many forms (e.g., 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, - &quot;mapping&quot; the geography and resources of an area, - ensuring cultural continuity (e.g., knowledge of ancestors, language), - healing, - entertainment</td>
<td>- oral, written, visual</td>
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<td><strong>Identify how story in First Peoples cultures connects people to land</strong></td>
<td><strong>Explore and appreciate aspects of First Peoples oral traditions</strong></td>
<td><strong>Identify the cultural and historical elements in Aboriginal and other texts, to put them into context</strong></td>
<td>- in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration</td>
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<td>how story in First Peoples cultures connects people to land:</td>
<td>Oral traditions: - the means by which culture is transmitted over generations other than through written records.</td>
<td>- Oral traditions: - First Peoples stories were created to explain the landscape, the seasons, and local events.</td>
<td>First Peoples people value, recognize and utilize balance and symmetry within art and structural design; have students pose and solve problems or ask questions connected to place, stories, and cultural practices.</td>
<td><strong>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</strong></td>
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<td>First Peoples stories were created to explain the landscape, the seasons, and local events.</td>
<td>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.</td>
<td>Explore and appreciate aspects of First Peoples oral traditions</td>
<td>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).</td>
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<td>The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</td>
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<td>Oral traditions: - the means by which culture is transmitted over generations other than through written records.</td>
<td>- 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)</td>
<td><strong>Incorporate:</strong></td>
<td>- Incorporate:</td>
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<td>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</td>
<td>- Bishop’s cultural practices: counting, measuring, locating, designing, playing, explaining (csus.edu/indiv/o/oreyd/ACP.htm _files/abishop.htm)</td>
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| **ADST** | Identify the main objective for the design and any constraints  
|          | Constraints: limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred  
|          | Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment  
| **Arts** | Explore identity, place, culture, and belonging through creative experiences  
|          | Explore a range of cultures, and the relationships among cultures, societies, and the arts  
|          | Observe, listen, describe, inquire, and predict how artists use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate  
|          | Identify cultural elements in texts and compare them to one's own cultural points of reference  
| **Career Ed.** | Consider different purposes, audiences, and perspectives in interpreting texts  
|          | Identify how differences in context, perspectives, and voice influence meaning in texts  
|          | Explain the role of language in personal, social, and cultural identity  
|          | Use personal experiences and knowledge to connect to text and deepen understanding of self, community, and world  
|          | Exchange ideas and perspectives to build shared understanding of exchanging ideas and perspectives  
|          | 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  
| **ELA** | Use oral storytelling processes  
|          | 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  
| **Français langue première** | Identify cultural elements in texts and compare them to one's own cultural points of reference  
| **Français langue seconde – immersion** | Connect mathematical concepts to each other and to other areas and personal interests  
| **Languages** | 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)  
| **Mathematics** | Describe and apply strategies for promoting mental well-being, for self and others  
| **PHE** | Identify how different contexts, perspectives, and voice influence meaning in texts  
| **Science** | Connect mathematical concepts to each other and to other areas and personal interests  
| **Social Studies** | Explore and describe how personal identities adapt and change in different settings and situations  
| **Questioning and Predicting:** | How can you observe your local area?  
|          | Experience and interpret the history, significance, and impact of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada  
|          | Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place  
|          | Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions  
|          | Set a task or user requirement, establish the objective for the design, and contribute to the individual, family, community, and/or environment  
| **Curricular Competencies** | **ADST** | Identify the main objective for the design and any constraints  
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| **Français langue première** | Identify cultural elements in texts and compare them to one's own cultural points of reference  
| **Français langue seconde – immersion** | Connect mathematical concepts to each other and to other areas and personal interests  
| **Languages** | 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)  
| **Mathematics** | Describe and apply strategies for promoting mental well-being, for self and others  
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|          | Set a task or user requirement, establish the objective for the design, and contribute to the individual, family, community, and/or environment  

**Indigenous Knowledge and Perspectives: Cross-Curricular References K–9 – Grade 5**
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<tbody>
<tr>
<td><strong>Explicit</strong></td>
<td>(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).</td>
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<td>traditional and contemporary Aboriginal arts and arts-making processes</td>
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<td>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</td>
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<td>elements of oral tradition in Aboriginal texts</td>
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<td>blending of the real and the fantastic; oral expression and dramatization; portrayal of a society, culture, or era in a story</td>
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<td>First Peoples perspectives connecting language and culture, including histories, identity, and place</td>
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<td>e.g., conversations with an Elder about local celebrations, traditions, and protocols</td>
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<td>identity is influenced by, for example, traditions, protocols, celebrations, and festivals, and festivals.</td>
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<td>A sense of place can be influenced by, for example, territory, food, clothing, and creative works.</td>
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<td>First Peoples concepts of interconnectedness in the environment</td>
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<td>everything in the environment is one/connected (e.g., sun, sky, plants and animals) and we have a responsibility to care for them</td>
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<td>First Peoples knowledge of sustainable practices</td>
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<td>past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments</td>
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<td>Sample topics:</td>
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<td>Indian Act</td>
<td>numbered treaties with First Peoples</td>
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<td>Key questions:</td>
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<td>Which level of government has the most effect on your daily life?</td>
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<td>Sample activities:</td>
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<td>Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal</td>
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<td>Sample topics:</td>
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<td>The key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, lieutenant governor, governor general, cabinet, senate, government ministries)</td>
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<td>Treaties, burial grounds, housing, hunting and fishing, land claims disputes</td>
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<td>Key questions:</td>
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<td>How do First Peoples balance economic development with traditional uses of the land?</td>
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<td>Sample topics:</td>
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<td>How fair has BC’s treaty process been? Explain your answer.</td>
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<td>Implicit</td>
<td>symbolism and metaphor to explore ideas and perspective</td>
<td>use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., identity can be represented by abstraction in a self-portrait, melodies, or animal forms in Aboriginal hoop dancing)</td>
<td>variety of regional and national works of art and artistic traditions from diverse cultures, communities, times and places</td>
<td>the results of creative processes in disciplines such as dance, drama, music, and visual arts</td>
<td>cultural and social awareness</td>
<td>achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc. generational roles and responsibilities</td>
<td>forms, functions, and genres of text oral language strategies features of oral language</td>
<td>ASL:</td>
<td>common elements of cultural traditions</td>
<td>Core French:</td>
</tr>
</tbody>
</table>