

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 results of creative processes in disciplines such as dance, drama, music, and visual arts*

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:

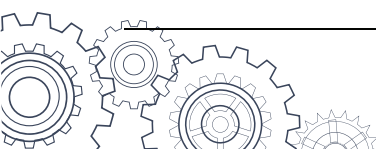
Bolded print	Mandated Learning Standard
•	Sub-points of a Learning Standard
⇒	Elaborations
○	Key questions or samples

*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.

	ADST	Arts	Career Ed.	ELA	Français langue première	Français langue seconde – immersion	Languages	Mathematics	PHE	Science	Social Studies
Big Ideas	Explicit				Aboriginal narratives are part of Canada’s Francophone history and culture.						
	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. ⇒ 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: ⇒ 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 (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). Texts can be understood from different perspectives.	Interactions with other people reveal their varied perspectives and thus expose human diversity.	ASL, Core French, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish: Stories 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. ASL, Core French, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish: Each culture has traditions and ways of celebrating.	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. ⇒ How can we act as stewards of our environment?	Natural resources continue to shape the economy and identity of different regions of Canada.

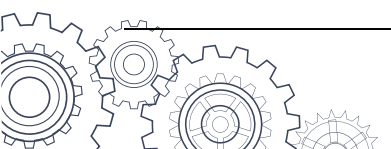


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Curricular Competencies	Explicit			<p>Demonstrate awareness of how story in First Peoples cultures connects people to family and community <i>story in First Peoples cultures:</i> ⇒ Traditional and contemporary First Peoples stories take many forms (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, - “mapping” the geography and resources of an area, - ensuring cultural continuity (e.g., knowledge of ancestors, language), - healing, - entertainment</p> <p>Identify how story in First Peoples cultures connects people to land <i>how story in First Peoples cultures connects people to land:</i> ⇒ First Peoples stories were created to explain the landscape, the seasons, and local events.</p> <p>Explore and appreciate aspects of First Peoples oral traditions <i>Oral traditions:</i> ⇒ the means by which culture is transmitted over generations other than through written records. ⇒ 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. ⇒ 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). ⇒ The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</p>	<p>Demonstrate how Aboriginal legends reflect specific beliefs</p> <p>Understand the importance of the storyteller and the art of storytelling in Aboriginal cultures</p>	<p>Identify the cultural and historical elements in Aboriginal and other texts, to put them into context ⇒ oral, written, visual</p>	<p>ASL, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish:</p> <p>Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge ⇒ e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive</p> <p>Core French:</p> <p>Demonstrate awareness of 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)</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 ⇒ in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration ⇒ 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.</p> <p>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts ⇒ Incorporate: – Invite local First Peoples Elders and knowledge keepers to share their knowledge ⇒ make connections: – 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>		<p>Identify First Peoples perspectives and knowledge as sources of information</p>	



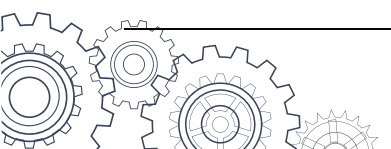


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Curricular Competencies	Implicit	<p>Identify the main objective for the design and any constraints</p> <p>⇒ <i>constraints: limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred</i></p> <p>Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment</p>	<p>Explore identity, place, culture, and belonging through creative experiences</p> <p>Explore a range of cultures, and the relationships among cultures, societies, and the arts</p> <p>Observe, listen, describe, inquire and predict how artists use processes, materials, technologies, tools, techniques, and environments to create and communicate</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>Examine relationships between the arts and the wider world</p> <p>Express feelings, ideas, and experiences in creative ways</p> <p>Describe and respond to works of art and explore artists' intent</p>	<p>Recognize the need for others who can support their learning and personal growth</p> <p>Appreciate the influence of peer relationships, family, and community on personal choices and goals</p>	<p>Consider different purposes, audiences, and perspectives in exploring texts</p> <p>Identify how differences in context, perspectives, and voice influence meaning in texts</p> <p>Explain the role of language in personal, social, and cultural identity</p> <p>Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world</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>Use oral storytelling processes</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, 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</i></p>	<p>Identify cultural elements in texts and compare them to one's own cultural points of reference</p>	<p>ASL, German, Japanese, Korean, Mandarin, Punjabi, Spanish:</p> <p>Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens</p> <p>⇒ <i>e.g., values, practices, traditions, perceptions</i></p> <p>Italian:</p> <p>Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens</p> <p>⇒ <i>e.g., values, practices, traditions, perceptions</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>Describe and apply strategies for promoting mental well-being, for self and others</p> <p>Explore and describe how personal identities adapt and change in different settings and situations</p>	<p>Questioning and Predicting:</p> <p>⇒ <i>How can you observe the concept of interconnectedness within ecosystems in your local area?</i></p> <p>Experience and interpret the local environment</p> <p>Express and reflect on personal, shared, or others' 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>Key questions about place:</p> <ul style="list-style-type: none"> ○ <i>How does place influence your ability to plan and conduct an inquiry?</i> ○ <i>How does your understanding of place affect the ways in which you collect evidence and evaluate it?</i> ○ <i>How do the place-based experiences and stories of others affect the ways in which you communicate your findings and other information?</i> ○ <i>Ways of knowing refers to the various beliefs about the nature of knowledge that people have; they can include, but are not limited to, Aboriginal, gender-related, subject/discipline specific, cultural, embodied and intuitive beliefs about knowledge. What are the connections between ways of knowing and place?</i> 	<p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>⇒ <i>Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)</i></p> <p>Construct arguments defending the significance of individuals/groups, places, events, or developments</p> <p>⇒ <i>Assess the roles of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada</i></p> <p>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place</p> <p>⇒ <i>Indian Act</i></p> <p>⇒ <i>residential school system</i></p>





	ADST	Arts	Career Ed.	ELA	Français langue première	Français langue seconde – immersion	Languages	Mathematics	PHE	Science	Social Studies
Content	Explicit	<p>(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).</p>	<p>traditional and contemporary Aboriginal arts and arts-making processes</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>elements of oral tradition in Aboriginal texts</p> <p>⇒ blending of the real and the fantastic; oral expression and dramatization; portrayal of a society, culture, or era in a story</p>		<p>ASL, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish:</p> <p>First Peoples perspectives connecting language and culture, including histories, identity, and place</p> <p>⇒ e.g., conversations with an Elder about local celebrations, traditions, and protocols</p> <p>⇒ identity is influenced by, for example, traditions, protocols, celebrations, and festivals.</p> <p>⇒ A sense of place can be influenced by, for example, territory, food, clothing, and creative works.</p>			<p>First Peoples concepts of interconnectedness in the environment</p> <p>⇒ everything in the environment is one/connected (e.g., sun, sky, plants and animals) and we have a responsibility to care for them</p> <p>First Peoples knowledge of sustainable practices</p>	<p>past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments</p> <p>Sample topics:</p> <ul style="list-style-type: none"> Indian Act numbered treaties with First Peoples reduction or relocation of First Nations reserves <p>Key questions:</p> <ul style="list-style-type: none"> What effects did residential schools have on First Nations families and communities <p>levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal <p>Sample topics:</p> <ul style="list-style-type: none"> 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) elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Nations leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general) <p>Key question:</p> <ul style="list-style-type: none"> Which level of government has the most effect on your daily life? <p>First Peoples land ownership and use</p> <p>Sample topics:</p> <ul style="list-style-type: none"> treaties burial grounds housing hunting and fishing land claims disputes <p>Key questions:</p> <ul style="list-style-type: none"> How do First Peoples balance economic development with traditional uses of the land? How fair has BC's treaty process been? Explain your answer.





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Content	Implicit	<p>symbolism and metaphor to explore ideas and perspective</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., identity can be represented by abstraction in a self-portrait, melodies, or animal forms in Aboriginal hoop dancing)</p> <p>variety of regional and national 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>generational roles and responsibilities</p>	<p>forms, functions, and genres of text</p> <p>oral language strategies</p> <p>features of oral language</p>		<p>consideration of other people’s perspectives</p> <p>cultural and historical elements</p>	<p>ASL:</p> <p>common elements of cultural traditions</p> <p>Core French:</p> <p>communities where French is spoken across Canada</p> <p>⇒ 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</p> <p>Core French:</p> <p>a Francophone cultural festival or celebration in Canada</p> <p>⇒ 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</p> <p>⇒ could include information about activities, clothing, dance, decorations, First Peoples regalia, food, music, parades, sports</p> <p>Core French:</p> <p>ethics of cultural appropriation and plagiarism</p> <p>⇒ 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</p>	<p>number concepts to 1 000 000</p> <p>⇒ First Peoples use unique counting systems (e.g., Tsimshian use of three counting systems, for animals, people and things; Tlingit counting for the naming of numbers e.g., 10 = two hands, 20 = one person)</p> <p>relationships between area and perimeter</p> <p>⇒ use traditional dwellings</p> <p>⇒ Invite a local Elder or knowledge keeper to talk about traditional measuring and estimating techniques for hunting, fishing, and building.</p> <p>duration, using measurement of time</p> <p>⇒ daily and seasonal cycles, moon cycles, tides, journeys, events</p> <p>single transformations</p> <p>⇒ weaving, cedar baskets, designs</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>the nature of sustainable practices around BC’s resources</p>	<p>human rights and responses to discrimination in Canadian society</p> <p>⇒ Canadian Charter of Rights and Freedoms</p> <p>⇒ racism</p> <p>⇒ language rights</p> <p>⇒ examples of individuals who have fought for change and spoke out against injustice</p> <p>⇒ the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)</p> <p>participation and representation in Canada’s system of government</p> <p>⇒ First Peoples governance</p>

