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 6 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 6 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 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 6 Applied Design, Skills, and Technologies curriculum includes the following implicit reference:

Applied Design, Skills, and Technologies, Curricular Competency, Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment.

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.
## Big Ideas

<table>
<thead>
<tr>
<th>ADST</th>
<th>Arts</th>
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### Indigenous Knowledge and Perspectives: Cross-Curricular References K–9 – Grade 6

**ADST**

- Evaluate personal, social, and environmental impacts and ethical considerations. Evaluate their product according to their criteria and explain how it contributes to the individual, family, community, and/or environment.
- Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use.
- Identify how the land, natural resources, and culture influence the development and use of tools and technologies.

**Exploring and sharing multiple perspectives extends our thinking.**

- Questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, problem solving, questioning what we hear, read, and view contributes to our ability to be educated citizens.

- Discovering other cultures encourages us to examine our own perspectives and values.

**6T:** Discovering a new culture requires identifying the ways in which it resembles our own culture.

**ASL, Core French, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish:**

- Stories help us to acquire language and understand the world around us.

- 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.

- We experience many changes in our lives that influence how we see ourselves and others.

- Learning about similarities and differences in individuals and groups influences community health.

- Identifying the development and use of tools and technologies.

- Identifying the land, natural resources, and culture influence the development and use of tools and technologies.

- We experience many changes in our lives that influence how we see ourselves and others.

- Learning about similarities and differences in individuals and groups influences community health.

- Identifying the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use.

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<td>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view story:</td>
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<td>Identify the cultural and historical elements in Aboriginal and other texts, and compare them to one’s own cultural and historical reference points</td>
<td>Identify, in Francophone and Aboriginal texts, themes and elements that are present in one’s own culture</td>
<td>ASL, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish</td>
<td>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>
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<td>- 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.</td>
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<td>- oral, written, visual</td>
<td>- oral, written, visual</td>
<td>e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive</td>
<td>- in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration</td>
<td>- Patterns are important in First Peoples technology, architecture, and art.</td>
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<td>oral traditions:</td>
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<td>Core French: Explore connections between First Peoples communities and the French language</td>
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<td>- the means by which culture is transmitted over generations other than through written records.</td>
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<td>- for example, First Nations, Métis, and Inuit communities in Canada where French is spoken (e.g., Huron Wendake Nation, Innu Nation, Micmac Nation, and Nishnawbe Aski Nation in Quebec; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK)</td>
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<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>
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<td>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</td>
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<td>Incorporate:</td>
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<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>- Core French: Incorporate:</td>
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<td>- Bishop’s cultural practices: counting, measuring, locating, designing, playing, explaining (csus.edu/indiv/o/oreyd/ACP.htm)</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>- aboriginaleducation.ca</td>
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<td>- Teaching Mathematics in a First Nations Context, FNESC fnesc.ca/k-7</td>
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<td>Identify First Peoples perspectives and knowledge as sources of information</td>
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**Indigenous Knowledge and Perspectives: Cross-Curricular References K–9 – Grade 6**
Implicit

**ADST**
- Identify criteria for success and any constraints
  - constraints: limiting factors such as task and user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred
- 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
- Identify and use sources of information
  - include seeking knowledge from other people and sources
  - collective pool of knowledge (e.g., First Peoples Elders, secondary sources, and collective pools of knowledge in communities and collaborative atmospheres)
- Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment
- Identify how the land, natural resources, and culture influence the development and use of tools and technologies

**Mathematics**
- Examine the symbolic value of words and images
  - Identify the values and world view presented in texts
  - Identify cultural elements found in different texts
  - Analyze the different ways of telling a story and how this affects the audience
  - Express views in a manner that recognizes the value of other people’s viewpoints and that of peers
  - Recognize that there are similarities and differences between one’s own culture and other cultures
  - Identify the different ways of telling a story and how this affects the audience
  - Express views in a manner that recognizes the value of other people’s viewpoints and that of peers
  - Recognize that there are similarities and differences between one’s own culture and other cultures

**Science**
- Describe and assess strategies for promoting mental well-being, for self and others
  - 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.
  - Key questions about place:
    - How does place affect the ways in which you collect evidence and evaluate it?
    - How do the place-based experiences and stories of others affect the ways in which you communicate your findings and other information?
    - 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?
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<td>oral narratives, songs and circular thinking</td>
<td>6T: elements of oral tradition in Aboriginal texts</td>
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<td>oral narratives, songs and circular thinking</td>
<td>ASL, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish: First Peoples perspectives connecting language and culture, including histories, identity, and place</td>
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<td>conversations with an Elder about local celebrations, traditions, and protocols</td>
<td>identity is influenced by, for example, traditions, protocols, celebrations, 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>
<td>separated using a difference in component properties</td>
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<td>local First Peoples knowledge of separation and extraction methods</td>
<td>historical and current First Peoples use of separation and extraction methods (e.g., eulachon oil, extraction of medicines from plants, pigments, etc.)</td>
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<td>roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples</td>
<td>economic policies and resource management, including effects on indigenous peoples</td>
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<td>Sample topics: deforestation, mining, oil and gas, fisheries, infrastructure development, relocation of communities</td>
<td>Key questions: How should decisions about economic policy and resource management be made? How should societies balance economic development with the protection of the environment?</td>
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- Français langue seconde – immersion

**Languages**
- Mathematics
- PHE
- Science
- Social Studies

**Indigenous Knowledge and Perspectives: Cross-Curricular References K–9 – Grade 6**

**FOOD STUDIES:**
- factors that influence food choices, including cost, availability, and family and cultural influences
- variety of textile materials
  - for example, leather, cedar, wool, cotton, felt, embroidery thread, yarn, grasses and reeds, pine needles, sinew, plastic, used items and fabrics (e.g., food wrappers, old clothing)
  - hand construction techniques for producing and/or repairing textile items
  - for example, hand sewing, knitting (needles, arm, sock), crocheting, weaving, dying, recycling (e.g., turning an underused item into something else), establishing existing items

**WOODWORK:**
- ways in which wood is used in local cultural and economic contexts
- woodworking techniques and basic joinery using hand tools

**Implicit**

**STUDIES:**
- factors that influence food choices, including cost, availability, and family and cultural influences
- variety of textile materials
  - for example, leather, cedar, wool, cotton, felt, embroidery thread, yarn, grasses and reeds, pine needles, sinew, plastic, used items and fabrics (e.g., food wrappers, old clothing)
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  - for example, hand sewing, knitting (needles, arm, sock), crocheting, weaving, dying, recycling (e.g., turning an underused item into something else), establishing existing items

**Cultural and social awareness**
- Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.

**Characteristics of image deciphering**
- Meaning of an image on its own and in relation to text, explicit and implicit elements, role of personal interpretation

**ASL:**
- cultural and historical elements
- 6T: cultural elements

**ASL:**
- cultural aspects of and experiences of Deaf and other diverse communities

**Core French:**
- communities where French is spoken
- across Canada
  - 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-a-la-Croix, SK

**Core French:**
- a Francophone cultural festival or celebration in Canada
  - 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
  - could include information about activities, clothing, dance, decorations, First Peoples regalia, food, music, parades, sports

**Core French:**
- ethics of cultural appropriation and plagiarism
  - 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

**Improve fractions and mixed numbers**
- birchbark biting
- increasing and decreasing patterns, using expressions, tables, and graphs as functional relationships
- graphing data on First Peoples language loss, effects of language intervention

**Area of triangles, parallelograms, and trapezoids**
- birchbark biting
- volume and capacity
  - berry baskets, seaweed drying

**Combinations of transformations**
- Use shapes in First Peoples art to integrate printmaking (e.g., Inuit, Northwest coastal First Nations, frieze work) and visual arts

**How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada’s past or in other societies (e.g., systemic discrimination, overt racism)?**

**Basic structures and functions of body systems**
- First Peoples understandings of body systems
- in humans and animals

**Objectives:**
- treatment of indigenous and other peoples
- the position, motion, and components of our solar system in our galaxy
- First Peoples perspectives regarding aurora borealis and other celestial phenomena

**Global poverty and inequality issues, including class structure and gender**
- treatment of minority populations in Canada and in other cultures and societies you have studied (e.g., segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, South African Apartheid, the Holocaust, the internment of Japanese-Canadians, Head Tax on Chinese immigrants; caste and class systems)

**How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada’s past or in other societies (e.g., systemic discrimination, overt racism)?**

**Diverse systems of government**
- indigenous governance