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 7 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 7 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 7 Français langue première curriculum includes the following explicit reference:

Français langue première, Big Idea, Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other’s languages and cultures.

Implicit References

Implicit references are Big Ideas, Curricular Competencies, and Content that indirectly refer to Indigenous knowledge and perspectives. For example, the Grade 7 Core French curriculum includes the following implicit reference:

Core French, Curricular Competency, Explore and share information about Francophone communities across Canada and around the world

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.
<table>
<thead>
<tr>
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**Big Ideas**

- Through art making, one's sense of identity and community continually evolves. Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- Evaluating art challenges our point of view and expands our understanding of others. Evaluating art helps us understand how the perspectives and language of authors reflect the linguistic and cultural variations in the French-speaking world.
- Identifying the role of language in reflecting the identity and place of individuals and groups influences community health.

**Evaluation**

- Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other's languages and cultures.
- Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- Evaluating art challenges our point of view and expands our understanding of others.
- All texts are anchored in a context that must be considered in order to comprehend the message in its entirety.

**Through intent**

- Through the perspectives and language of authors reflect the linguistic and cultural variations in the French-speaking world.
- The perspectives and language of authors reflect the linguistic and cultural variations in the French-speaking world.
- The perspectives and language of authors reflect the linguistic and cultural variations in the French-speaking world.

**Implicit**

- Evaluate personal, social, and environmental impacts and ethical considerations.
- Evaluate their product against 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.

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Compare the cultural elements of different Francophone and Aboriginal texts

- oral, written, visual

7T: Compare cultural elements in Aboriginal and other texts

- oral, written, visual

ASL, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish

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

Core French:

Explore and share information about 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-a-la-Crosse, SK)

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

Patterns are important in First Peoples technology, architecture, and art.

- Have students pose and solve problems or ask questions connected to place, stories, and cultural practices

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
    - aboriginaleducation.ca
    - Teaching Mathematics in a First Nations Context, FNESC fnesc.ca/k-7/

Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of 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.
Implicit

### ADST
- Identify criteria for success and any constraints
  - Competencies: limiting factors such as task or 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
  - Competencies: 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
  - Including seeking knowledge from other people as experts (e.g., First People elders), secondary sources, and collective pools of knowledge in communities and collaborative groupings.
- Evaluate their product against their criteria and explain how it contributes to the development of cultural understanding and use of tools and technologies.

### Curricular Competencies

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| Identify criteria for success and any constraints
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  - Identify the main objective for the design and any constraints
  - Identify and use sources of information
  - Evaluate their product against their criteria and explain how it contributes to the development of cultural understanding and use of tools and technologies. | Explore relationships between identity, place, culture, and belonging through the arts
  - Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.
  - Research, describe, interpret and evaluate how artists use processes, materials, movements, technologies, tools, techniques, and environments in the arts.
  - People who create works in any of the arts disciplines (e.g., dancers, actors, musicians; visual artists); also includes the students themselves. | Reflect on works of art and creative processes to understand artists’ intentions
  - Explore the relationships between the arts and the wider world.
  - Describe and respond to works of art. | Consider the role that the message of a text plays in society and the ways in which it is perceived, depending on the era and society. | Identify examples of linguistic and cultural variety in the French-speaking world
  - e.g., values, practices, traditions, perceptions. | Italian:
  - Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens
  - e.g., values, practices, traditions, perceptions. | Describe and assess strategies for promoting mental well-being, for self and others
  - Explore the impact of transition on identities. | Assess the significance of experiences and perspectives of place.
  - 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 influence your ability to plan and conduct an inquiry and make predictions about a place?
    - How does your understanding of place affect the ways in which you communicate and express yourself?
    - How can your understanding of place affect the ways in which you communicate and express yourself?
    - How can your understanding of place affect the ways in which you communicate and express yourself?
  - Explore the significance, worth, or value of an outcome or finding, how can you show different ways of knowing?
  - How can you understand the influence of place on individual project design?
  - How do the place-based experiences and stories of others affect the ways in which you communicate and collaborate?
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- collaborating in large and small groups through activities such as think-pair-share, debates, four corners, quiet conversation, and lit circles (in which students take on new roles); using active listening skills and receptive body language; paraphrasing and building on others’ ideas; disagreeing respectfully; and extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments).

Use and experiment with 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.
<table>
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| Explicit | 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 | | | | | elements of oral tradition in Aboriginal texts  
  » oral narratives, songs and circular thinking  
  TT: elements of oral tradition in Aboriginal texts  
  » oral narratives, songs and circular thinking | ASL, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish: First Peoples perspectives connecting language and culture, including histories, identity, and place  
  » e.g., conversations with an Elder about local celebrations, traditions, and protocols  
  » identity is influenced by, for example, traditions, protocols, celebrations, and festivals  
  » A sense of place can be influenced by, for example, territory, food, clothing, and creative works | | | | | | First Peoples knowledge of changes in biodiversity over time  
  local First Peoples knowledge of climate change  
  » local First Peoples knowledge of climate change: oral history, change in traditional practice (e.g., the timing of harvest has been impacted by climate change), etc.

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| Implicit 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 needs, pine needles, sinew, plastic, used items and fabrics (e.g., food wrappers, old clothing) hand construction techniques for producing and repairing textile items for example, hand sewing, knitting (needles, arm, spool), crocheting, weaving, damming, up-cycling (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 symbolism and metaphor to explore ideas and perspective 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) 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 cultural and social awareness achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc. role of mentors, family, community, school, and personal network in decision making consideration of other people’s perspectives cultural and historical elements ASL: cultural aspects of and information about 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 Francaisais, les Quebecois; Metis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK Core French: cultural aspects of Francophone communities 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 discrete linear relations, using expressions, tables, and graphs Small Number stories: Small Number and the Old Canoe, Small Number Counts to 100 (mathcatcher.imacs.sfu.ca/stories) two-step equations with whole-number coefficients, constants, and solutions Small Number stories: Small Number and the Big Tree (mathcatcher.imacs.sfu.ca/stories) circumference and area of circles drummaking, dreamcatcher making, stories of SpiderWoman (Dene, Cree, Hapi, Tsimshian), basket making, quill box making (Note: Local protocols should be considered when choosing an activity.) volume of rectangular prisms and cylinders Exploring Math through Haida cartography: ”The Land” and the Water (Dene, Cree, Hapi, Tsimshian) experimental probability dice games (web.uvic.ca/~lpetton/fr-math/fn-dicegames.html) Evidence of climate change over different types of physical activities, including individual and dual activities, rhythmic activities, and games traditional Aboriginal games human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas representations of the world according to the religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas

Content

Indigenous Knowledge and Perspectives: Cross-Curricular References K–9 – Grade 7

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