

Indigenous Knowledge and Perspectives: Italian 5–12

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: 5-12 Italian Curriculum* resource is intended to support teachers in authentically integrating Indigenous knowledge and perspectives into their classrooms. This resource provides a detailed overview of the explicit and implicit references to Indigenous knowledge and perspectives in the Big Ideas, Curricular Competencies, and Content throughout the 5-12 Italian 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 Italian curriculum includes the following explicit reference:

Grade 5, Curricular Competencies, **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*

Implicit References

Implicit references are Big Ideas, Curricular Competencies, and Content that indirectly refer to Indigenous knowledge and perspectives. For example, the Grade 11 Italian curriculum includes the following implicit reference:

Grade 11, Content, **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*

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.

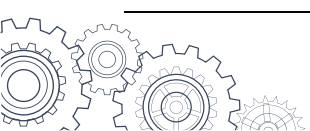
Indigenous Knowledge and Perspectives: Italian 5–12



ITALIAN

Grade 5

| | Explicit | Implicit |
|-------------------------|---|--|
| Big Ideas | | <p>Stories help us to acquire language</p> <p>⇒ <i>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.</i></p> <p>Each culture has traditions and ways of celebrating.</p> |
| Curricular Competencies | <p>Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge</p> <p>⇒ <i>e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive</i></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> |
| Content | <p>First Peoples perspectives connecting language and culture, including histories, identity, and place</p> <p>⇒ <i>e.g., conversations with an Elder about local celebrations, traditions, and protocols</i></p> <p>⇒ <i>identity is influenced by, for example, traditions, protocols, celebrations, and festivals.</i></p> <p>⇒ <i>A sense of place can be influenced by, for example, territory, food, clothing, and creative works.</i></p> | |

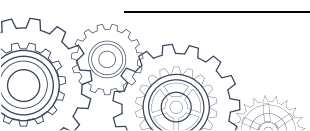


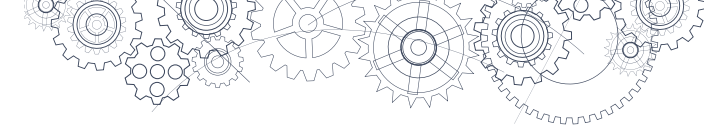


ITALIAN

Grade 6

| | Explicit | Implicit |
|-------------------------|--|--|
| Big Ideas | | <p>Stories help us to acquire language and understand the world around us.</p> <ul style="list-style-type: none"> ⇒ <i>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.</i> ⇒ <i>understand the world: by exploring, for example, thoughts, feelings, knowledge, culture, and identity</i> <p>Learning about language from diverse communities helps us develop cultural awareness.</p> |
| Curricular Competencies | <p>Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge</p> <ul style="list-style-type: none"> ⇒ <i>e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive</i> | <p>Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a cultural lens</p> <ul style="list-style-type: none"> ⇒ <i>e.g., values, practices, traditions, perceptions</i> |
| Content | <p>First Peoples perspectives connecting language and culture, including histories, identity, and place</p> <ul style="list-style-type: none"> ⇒ <i>e.g., conversations with an Elder about local celebrations, traditions, and protocols</i> ⇒ <i>identity is influenced by, for example, traditions, protocols, celebrations, and festivals.</i> ⇒ <i>A sense of place can be influenced by, for example, territory, food, clothing, and creative works.</i> | |

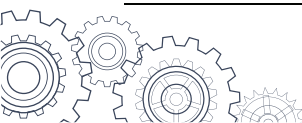




ITALIAN

Grade 7

| | Explicit | Implicit |
|-------------------------|--|--|
| Big Ideas | | <p>We can explore identity and place through increased understanding of a new language.</p> <p>Stories help us to acquire language and understand the world around us.</p> <ul style="list-style-type: none"> ⇒ <i>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.</i> ⇒ <i>understand the world: by exploring, for example, thoughts, feelings, knowledge, culture, and identity</i> <p>Knowing about diverse communities helps us develop cultural awareness.</p> |
| Curricular Competencies | <p>Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge</p> <ul style="list-style-type: none"> ⇒ <i>e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive</i> | <p>Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a cultural lens</p> <ul style="list-style-type: none"> ⇒ <i>e.g., values, practices, traditions, perceptions</i> |
| Content | <p>First Peoples perspectives connecting language and culture, including histories, identity, and place</p> <ul style="list-style-type: none"> ⇒ <i>e.g., conversations with an Elder about local celebrations, traditions, and protocols</i> ⇒ <i>identity is influenced by, for example, traditions, protocols, celebrations, and festivals.</i> ⇒ <i>A sense of place can be influenced by, for example, territory, food, clothing, and creative works.</i> | |

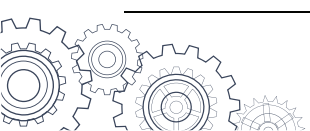




ITALIAN

Grade 8

| | Explicit | Implicit |
|-------------------------|---|---|
| Big Ideas | | <p>We can share our experiences and perspectives through stories.</p> <p>⇒ <i>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.</i></p> <p>Creative works are an expression of language and culture.</p> <p>⇒ <i>represent the experience of the people from whose culture they are drawn (e.g., books, dance, paintings, pictures, poems, songs, architecture)</i></p> |
| Curricular Competencies | <p>Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge</p> <p>⇒ <i>e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive</i></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> |
| Content | <p>First Peoples perspectives connecting language and culture, including histories, identity, and place</p> <p>⇒ <i>e.g., conversations with an Elder about local celebrations, traditions, and protocols</i></p> <p>⇒ <i>identity is influenced by, for example, traditions, protocols, celebrations, and festivals.</i></p> <p>⇒ <i>A sense of place can be influenced by, for example, territory, food, clothing, and creative works.</i></p> | |

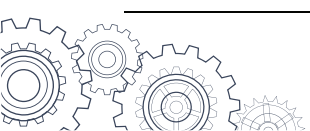


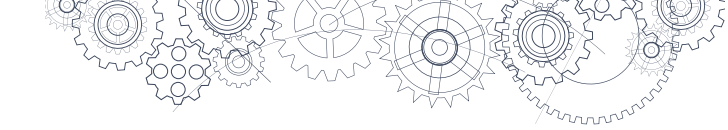


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Grade 9

| | Explicit | Implicit |
|-------------------------|---|--|
| Big Ideas | | <p>We can share our experiences and perspectives through stories.</p> <p>⇒ <i>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.</i></p> <p>Creative works allow us to experience culture and appreciate cultural diversity.</p> <p>⇒ <i>representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)</i></p> |
| Curricular Competencies | <p>Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge</p> <p>⇒ <i>e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive</i></p> | <p>Recognize the importance of story in personal, family, and community identity</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> |
| Content | <p>First Peoples perspectives connecting language and culture, including histories, identity, and place</p> <p>⇒ <i>e.g., conversations with an Elder about local celebrations, traditions, and protocols</i></p> <p>⇒ <i>identity is influenced by, for example, traditions, protocols, celebrations, and festivals.</i></p> <p>⇒ <i>A sense of place can be influenced by, for example, territory, food, clothing, and creative works.</i></p> | <p>ethics of cultural appropriation and plagiarism</p> <p>⇒ <i>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</i></p> |

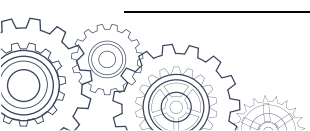




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Grade 10

| | Explicit | Implicit |
|-------------------------|---|---|
| Big Ideas | | <p>Stories give us unique ways to understand and reflect on meaning.</p> <p>⇒ <i>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.</i></p> <p>Cultural expression can take many forms.</p> <p>⇒ <i>represents the experience of the people from whose culture it is drawn (e.g., books, dance, paintings, pictures, poems, songs, architecture)</i></p> |
| Curricular Competencies | <p>Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge</p> <p>⇒ <i>e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive</i></p> | <p>Describe cultural practices, traditions, and attitudes and their role in cultural identity</p> <p>Recognize the importance of story in personal, family, and community identity</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> |
| Content | <p>First Peoples perspectives connecting language and culture, including histories, identity, and place</p> <p>⇒ <i>e.g., conversations with an Elder about local celebrations, traditions, and protocols</i></p> <p>⇒ <i>identity is influenced by, for example, traditions, protocols, celebrations, and festivals.</i></p> <p>⇒ <i>A sense of place can be influenced by, for example, territory, food, clothing, and creative works.</i></p> | <p>ethics of cultural appropriation and plagiarism</p> <p>⇒ <i>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</i></p> |

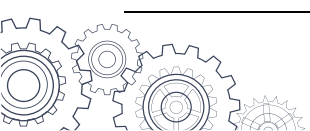




ITALIAN

Grade 11

| | Explicit | Implicit |
|-------------------------|---|---|
| Big Ideas | | <p>Language and culture are interconnected and shape our perspective, identity, and voice.</p> <p>Exploring diverse forms of cultural expression promotes greater understanding of our own cultural identity.</p> <p>⇒ <i>represent the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)</i></p> |
| Curricular Competencies | <p>Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge</p> <p>⇒ <i>e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive</i></p> | <p>Recognize connections between language and culture</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> |
| Content | <p>First Peoples perspectives connecting language and culture, including histories, identity, and place</p> <p>⇒ <i>e.g., conversations with an Elder about local celebrations, traditions, and protocols</i></p> <p>⇒ <i>identity is influenced by, for example, traditions, protocols, celebrations, and festivals.</i></p> <p>⇒ <i>A sense of place can be influenced by, for example, territory, food, clothing, and creative works.</i></p> | <p>ethics of cultural appropriation and plagiarism</p> <p>⇒ <i>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</i></p> |

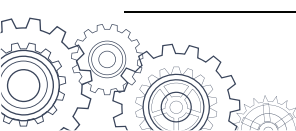




ITALIAN

Grade 11 Introductory

| | Explicit | Implicit |
|-------------------------|--|--|
| Big Ideas | | <p>Stories help us to acquire language and understand the world around us.</p> <ul style="list-style-type: none"> ⇒ <i>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.</i> ⇒ <i>understand the world: by exploring, for example, thoughts, feelings, knowledge, culture, and identity</i> <p>Exploring diverse forms of cultural expression allows us to experience and appreciate cultural diversity.</p> |
| Curricular Competencies | <p>Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge</p> <ul style="list-style-type: none"> ⇒ <i>e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive</i> | <p>Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens</p> |
| Content | <p>First Peoples perspectives connecting language and culture, including histories, identity, and place</p> <ul style="list-style-type: none"> ⇒ <i>e.g., conversations with an Elder about local celebrations, traditions, and protocols</i> ⇒ <i>identity is influenced by, for example, traditions, protocols, celebrations, and festivals.</i> ⇒ <i>A sense of place can be influenced by, for example, territory, food, clothing, and creative works.</i> | <p>ethics of cultural appropriation and plagiarism</p> <ul style="list-style-type: none"> ⇒ <i>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</i> |





ITALIAN

Grade 12

| | Explicit | Implicit |
|-------------------------|---|--|
| Big Ideas | | <p>Exploring diverse forms of cultural expression promotes a greater understanding of cultures worldwide.</p> <p>⇒ <i>represent the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)</i></p> |
| Curricular Competencies | <p>Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge</p> <p>⇒ <i>e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive</i></p> | <p>Recognize and explain connections between language and culture</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> |
| Content | <p>First Peoples perspectives connecting language and culture, including histories, identity, and place</p> <p>⇒ <i>e.g., conversations with an Elder about local celebrations, traditions, and protocols</i></p> <p>⇒ <i>identity is influenced by, for example, traditions, protocols, celebrations, and festivals.</i></p> <p>⇒ <i>A sense of place can be influenced by, for example, territory, food, clothing, and creative works.</i></p> | <p>ethics of cultural appropriation and plagiarism</p> <p>⇒ <i>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</i></p> |

