

BIG IDEAS

The identities, worldviews, and language of BC First Peoples are renewed, sustained, and transformed through their connection to the land.

The impact of contact and colonialism continues to affect the political, social, and economic lives of BC First Peoples.

Cultural expressions convey the richness, diversity, and resiliency of BC First Peoples.

Through self-governance, leadership, and self-determination, BC First Peoples challenge and resist Canada's ongoing colonialism.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; listen to the oral traditions of Elders and other local knowledge holders; gather, interpret, and analyze ideas; and communicate findings and decisions • Use holistic, experiential, reflective, and relational experiences to better understand connectedness and the reciprocal relationship of First Peoples and the sense of place • Recognize the consequences of our actions (cause and consequence) • Assess and compare the significance of the interconnections between people, events, and developments at a particular time and place, and determine what they reveal about issues in the past and present (significance) • Ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, indigenous knowledge, memory, history, and story (evidence) • Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change) • Determine and assess the long- and-short term causes and consequences, and the intended and unintended consequences, of an event, decision, or development (cause and consequence) • Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective) • Recognize implicit and explicit ethical claims in a variety of sources (ethical judgment) • Recognize and understand that some knowledge is considered sacred and only shared with permission and/or in certain situations, with certain people (ethical judgment) • Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • traditional territories of the BC First Nations and the relationships with the land • role of oral tradition for BC First Peoples • impact of historical exchanges of ideas, practices, and materials among local BC First Peoples and with non-indigenous peoples • provincial and federal governmental policies and practices that have affected, and continue to affect, BC First Peoples responses to colonialism • the resistance of BC First Peoples to colonialism • role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of BC First Peoples • commonalities and differences between traditional and contemporary BC First Peoples governance systems • contemporary challenges facing BC First Peoples, including legacies of colonialism