

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:

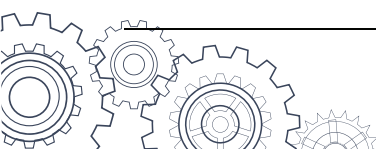
Bolded print	Mandated Learning Standard
•	Sub-points of a Learning Standard
⇨	<i>Elaborations</i>
○	<i>Key questions or samples</i>

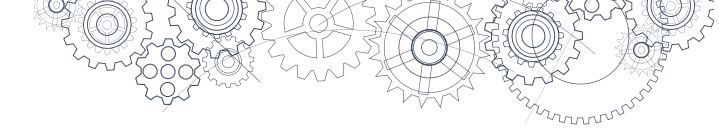
***Place** refers to any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity.

	ADST	Arts	Career Ed.	ELA	Français langue première	Français langue seconde – immersion	Languages	Mathematics	PHE	Science	Social Studies
Big Ideas	Explicit				Aboriginal peoples narratives are part of Canada’s Francophone history and culture.						
	Implicit	<p>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.</p>	<p>Engaging in creative expression and experiences expands people’s sense of identity and community. Dance, drama, music, and visual arts are each unique languages for creating and communicating. Experiencing art is a means to develop empathy for others’ perspectives and experiences.</p>	<p>Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.</p>	<p>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. <i>story/stories:</i> ⇒ 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. <i>Text/texts:</i> ⇒ 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). Exploring and sharing multiple perspectives extends our thinking. <i>Extends our thinking:</i> ⇒ 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.</p>	<p>Texts enable students to consolidate or transform their perceptions. ⇒ texts: a text is a coherent set of written, oral or visual elements that convey meaning and serve to communicate or transmit a message. Texts have numerous representations and can be in the form of Aboriginal narratives, articles, advertising, novels, picture story books, legends, comic books, biographies, correspondence, invitations, instructions, diagrams, charts, news stories, films, songs, poems, nursery rhymes, photographs, totem poles, images, works of art, oral presentations, blogs, surveys, reports, text messages, videos, television programs, etc.</p>	<p>Discovering other cultures encourages us to examine our own mores and values. 6T: Discovering a new culture requires identifying the ways in which it resembles our own culture.</p>	<p>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. ⇒ understand the world: by exploring, for example, thoughts, feelings, knowledge, culture, and identity Core French: Learning about Francophone communities helps us develop cultural awareness. German, Japanese, Korean, Mandarin, Punjabi, Spanish: Learning about language from diverse communities helps us develop cultural awareness.</p>		<p>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.</p>	

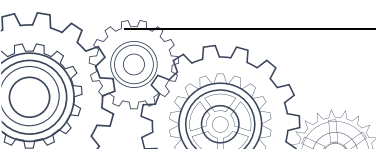


	ADST	Arts	Career Ed.	ELA	Français langue première	Français langue seconde – immersion	Languages	Mathematics	PHE	Science	Social Studies
Curricular Competencies	Explicit			<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>story:</p> <ul style="list-style-type: none"> ⇒ 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. <p>oral traditions:</p> <ul style="list-style-type: none"> ⇒ 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>Identify the cultural and historical elements in Aboriginal and other texts, and compare them to one's own cultural and historical reference points</p> <p>⇒ oral, written, visual</p> <p>6T:</p> <p>Identify, in Francophone and Aboriginal texts, themes and elements that are present in one's own culture</p> <p>⇒ 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</p> <p>⇒ e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive</p> <p>Core French:</p> <p>Explore connections between First Peoples communities and the French language</p> <p>⇒ 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</p> <ul style="list-style-type: none"> ⇒ 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 <p>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</p> <p>⇒ Incorporate:</p> <ul style="list-style-type: none"> – Invite local First Peoples Elders and knowledge keepers to share their knowledge <p>⇒ make connections:</p> <ul style="list-style-type: none"> – 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>Identify First Peoples perspectives and knowledge as sources of information</p>	





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Curricular Competencies	Implicit	<p>Identify criteria for success 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>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>Identify and use sources of information</p> <p>⇒ <i>including seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres</i></p> <p>Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment</p> <p>Identify how the land, natural resources, and culture influence the development and use of tools and technologies</p>	<p>Explore identity, place, culture, and belonging through the arts</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>Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world</p> <p>Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments</p> <p>Question self and others about the reciprocal relationship between self and community</p> <p>Recognize the influence of peers, family, and communities on career choices and attitudes toward work</p> <p><i>family and communities:</i></p> <p>⇒ <i>Career choices ultimately support the well-being of the self, the family, and the community.</i></p> <p>⇒ <i>Learning involves generational roles and responsibilities. attitudes toward work:</i></p> <p>⇒ <i>Habits of mind and motivation are strongly influenced by models, both positive and negative.</i></p>	<p>Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages</p> <p>Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</p> <p><i>personal, social, and cultural contexts, values, and perspectives:</i></p> <p>⇒ <i>Students should be prompted to consider the influence of family, friends, activities, religion, gender, and place on texts, and the relationship between text and context</i></p> <p>Recognize how language constructs personal, social, and cultural identity</p> <p><i>how language constructs personal, social, and cultural identity:</i></p> <p>⇒ <i>Our sense of individuality and belonging is a product of for example, the language we use; oral tradition, story, and recorded history; cultural aspects; and formal and informal language use. Students should be prompted to consider the impact of language in their lives.</i></p> <p>Exchange ideas and viewpoints to build shared understanding</p> <p>Use and experiment with 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>Analyze the symbolic value of words and image</p> <p>Identify the values and world view presented in texts</p> <p>Identify cultural elements found in different texts</p>	<p>Identify the different ways of telling a story and how this affects the audience</p> <p>Express views in a manner that recognizes the value of other people's viewpoints, in order to broaden one's own perspective and that of peers</p> <p>6T:</p> <p>Recognize that there are similarities and differences between one's own culture and other cultures</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>Core French:</p> <p>Explore Francophone communities across Canada</p> <p>Core French:</p> <p>Explore a Francophone cultural festival or celebration in Canada</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., cross-discipline, daily activities, local and traditional practices, the environment, popular media and news events, and social justice)</i></p>	<p>Describe and assess 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>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>Construct arguments defending the significance of individuals/groups, places, events, or developments</p> <p>Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments</p> <p>⇒ <i>Give examples of how your actions may have consequences for others locally or globally (e.g., effect of consumer choices)</i></p>





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Content	Explicit	<p>traditional and contemporary Aboriginal arts and arts-making processes</p> <p>⇒ <i>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</i></p>				<p>elements of oral tradition in Aboriginal texts</p> <p>⇒ <i>oral narratives, songs and circular thinking</i></p> <p>6T:</p> <p>elements of oral tradition in Aboriginal texts</p> <p>⇒ <i>oral narratives, songs and circular thinking</i></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>⇒ <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>separated using a difference in component properties</p> <p>local First Peoples knowledge of separation and extraction methods</p> <p>⇒ <i>historical and current First Peoples use of separation and extraction methods (e.g., eulachon oil, extraction of medicines from plants, pigments, etc.)</i></p>	<p>roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples</p> <p>economic policies and resource management, including effects on indigenous peoples</p> <p><i>Sample topics:</i></p> <ul style="list-style-type: none"> ○ <i>deforestation</i> ○ <i>mining</i> ○ <i>oil and gas</i> ○ <i>fisheries</i> ○ <i>infrastructure development</i> ○ <i>relocation of communities</i> <p><i>Key questions:</i></p> <ul style="list-style-type: none"> ○ <i>How should decisions about economic policy and resource management be made?</i> ○ <i>How should societies balance economic development with the protection of the environment?</i>





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Content	<p>Implicit</p> <p>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)</p> <p>hand construction techniques for producing and/or repairing textile items ⇒ for example, hand sewing, knitting (needles, arm, spool), crocheting, weaving, darning, up-cycling (e.g., turning an underused item into something else), embellishing existing items</p> <p>WOODWORK: ways in which wood is used in local cultural and economic contexts woodworking techniques and basic joinery using hand tools</p>	<p>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)</p> <p>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</p>	<p>cultural and social awareness ⇒ Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.</p> <p>role of mentors, family, community, school, and personal network in decision making</p>	<p>forms, functions, and genres of text oral language strategies features of oral language</p>	<p>Characteristics of image deciphering ⇒ meaning of an image on its own and in relation to the text, explicit and implicit elements, role of personal interpretation</p>	<p>cultural and historical elements 6T: cultural elements</p>	<p>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 Fransaskois, les Québécois; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK</p> <p>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</p> <p>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</p>	<p>improper fractions and mixed numbers ⇒ birchbark biting</p> <p>increasing and decreasing patterns, using expressions, tables, and graphs as functional relationships ⇒ graphing data on First Peoples language loss, effects of language intervention</p> <p>area of triangles, parallelograms, and trapezoids ⇒ birchbark biting</p> <p>volume and capacity ⇒ berry baskets, seaweed drying</p> <p>combinations of transformations ○ Use shapes in First Peoples art to integrate printmaking (e.g., Inuit, Northwest coastal First Nations, frieze work) (mathcentral.uregina.ca/RR/database/RR.09.01/mcdonald1/)</p> <p>single-outcome probability, both theoretical and experimental ⇒ Lahal stick games</p>	<p>how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games ⇒ traditional Aboriginal games</p>	<p>the basic structures and functions of body systems ⇒ First Peoples understandings of body systems in humans and animals</p> <p>the position, motion, and components of our solar system in our galaxy ⇒ First Peoples perspectives regarding aurora borealis and other celestial phenomena</p>	<p>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, internment of Japanese-Canadians, Head Tax on Chinese immigrants; caste and class systems) ⇒ treatment of indigenous people ⇒ 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)?</p> <p>different systems of government ⇒ indigenous governance</p>

