

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:

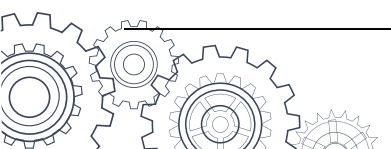
| Bolded print | Mandated Learning Standard |
|--------------|-----------------------------------|
| • | Sub-points of a Learning Standard |
| ⇨ | <i>Elaborations</i> |
| ○ | <i>Key questions or samples</i> |

***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.

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| Big Ideas | Explicit | | | | Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other's languages and cultures. | | | | | | |
| | 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>Through art making, one's sense of identity and community continually evolves. Experiencing art challenges our point of view and expands our understanding of others. Dance, drama, music, and visual arts are each unique languages for creating and communicating. Engaging in the arts develops people's ability to understand and express complex ideas.</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.</p> <p><i>story/stories:</i></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><i>Text/texts:</i></p> <ul style="list-style-type: none"> ⇒ 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). <p>Exploring and sharing multiple perspectives extends our thinking.</p> <p><i>Extends our thinking:</i></p> <ul style="list-style-type: none"> ⇒ questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, problem solving <p>Developing our understanding of how language works allows us to use it purposefully.</p> | <p>Expressing our thoughts enables us to situate ourselves in relation to our own and others' cultures.</p> <p>7T:</p> <p>The perspectives and language of authors reflect the linguistic and cultural variations in the French-speaking world.</p> <ul style="list-style-type: none"> ⇒ creators or any oral or written message <p>All texts are anchored in a context that must be considered in order to comprehend the message in its entirety.</p> | <p>ASL, Core French, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish:</p> <p>Stories help us to acquire language and understand the world around us.</p> <ul style="list-style-type: none"> ⇒ 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 <p>German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish:</p> <p>We can explore identity and place through increased understanding of a new language.</p> <p>German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish:</p> <p>Knowing about 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> | <p>Evolution by natural selection provides an explanation for the diversity and survival of living things.</p> <ul style="list-style-type: none"> ⇒ Why do living things change over time? ⇒ How do these changes affect biodiversity? <p>Earth and its climate have changed over geological time.</p> <ul style="list-style-type: none"> ⇒ How do people and their practices impact Earth and its climate? | |

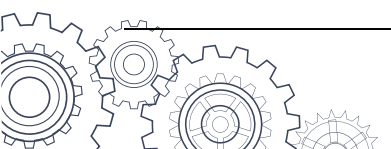


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| Curricular Competencies | Explicit | | | <p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>story:</p> <ul style="list-style-type: none"> ⇒ 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>Recognize the validity of First Peoples oral tradition for a range of purposes</p> <p>validity of First Peoples oral tradition:</p> <ul style="list-style-type: none"> ⇒ Students should be prompted to recognize the similarities and differences between oral and written records, and to understand that oral tradition has the same validity, importance, and permanence for First Peoples as written texts do for other cultures. | <p>Analyze the cultural symbols in Aboriginal and other texts.</p> <ul style="list-style-type: none"> ⇒ 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>Compare the cultural elements of different Francophone and Aboriginal texts</p> <ul style="list-style-type: none"> ⇒ oral, written, visual <p>7T:</p> <p>Compare cultural elements in Aboriginal and other texts</p> <ul style="list-style-type: none"> ⇒ oral, written, visual | <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> <ul style="list-style-type: none"> ⇒ e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive <p>Core French:</p> <p>Explore and share information about connections between First Peoples communities and the French language</p> <ul style="list-style-type: none"> ⇒ 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>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> <ul style="list-style-type: none"> ⇒ Incorporate: <ul style="list-style-type: none"> – Invite local First Peoples Elders and knowledge keepers to share their knowledge ⇒ make connections: <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>Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information</p> <ul style="list-style-type: none"> ⇒ 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. | | |





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| Curricular Competencies | <p>Implicit</p> <p>Identify criteria for success and any constraints ⇨ <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 ⇨ <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 ⇨ <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 relationships between identity, place, culture, and belonging through the arts</p> <p>Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.</p> <p>Research, describe, interpret and evaluate how artists use processes, materials, movements, technologies, tools, techniques, and environments in the arts ⇨ <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>Reflect on works of art and creative processes to understand artists' intentions</p> <p>Examine the relationships between the arts and the wider world</p> <p>Describe and respond to works of art</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 <i>family and communities:</i> ⇨ <i>Career choices ultimately support the well-being of the self, the family, and the community.</i> ⇨ <i>Learning involves generational roles and responsibilities.</i> <i>attitudes toward work:</i> ⇨ <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 <i>personal, social, and cultural contexts, values, and perspectives:</i> ⇨ <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 <i>how language constructs personal, social, and cultural identity:</i> ⇨ <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 and extend thinking</p> | <p>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</p> | <p>7T: Identify examples of linguistic and cultural variety in the French-speaking world</p> | <p>ASL, German, Japanese, Korean, Mandarin, Punjabi, Spanish: Examine personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens ⇨ <i>e.g., values, practices, traditions, perceptions</i></p> <p>Italian: Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens ⇨ <i>e.g., values, practices, traditions, perceptions</i></p> <p>Core French: Explore and share information about Francophone communities across Canada and around the world</p> <p>Core French: Describe cultural aspects of Francophone communities</p> | <p>Connect mathematical concepts to each other and to other areas and personal interests ⇨ <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 the impact of transition and change on identities</p> | <p>Experience and interpret the local environment</p> <p>Demonstrate an understanding and appreciation of evidence (qualitative and quantitative) ⇨ <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>Express and reflect on a variety of experiences and perspectives of place ⇨ <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 inform your questions and inquiries?</i> ○ <i>How does place influence your ability to plan and conduct an inquiry and make predictions about outcomes?</i> ○ <i>How does your understanding of place affect the ways in which you collect evidence and evaluate it?</i> ○ <i>As you consider the significance, worth, or value of an outcome or finding, how can you show different ways of knowing?</i> ○ <i>How can your understanding of place influence project designs?</i> ○ <i>How do the place-based experiences and stories of others affect the ways in which you communicate and collaborate?</i> | <p>Assess the significance of people, places, events, or developments at particular times and places ⇨ <i>Identify specific examples of influences and contributions from ancient cultures (e.g., writing system, number system, philosophy, education, religion and spirituality, visual arts, drama, architecture, timekeeping) and assess their significance.</i></p> <p>Identify what the creators of accounts, narratives, maps, or texts have determined is significant</p> <p>Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions ⇨ <i>What can we learn from ancient civilizations based on the artifacts we have found?</i> ⇨ <i>How do artifacts and monuments reflect the surrounding geography?</i></p> <p>Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places</p> |



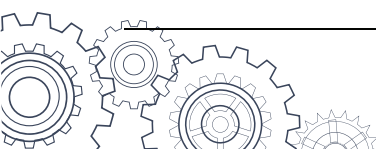


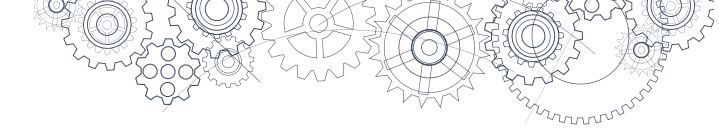
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| Curricular Competencies | Implicit (cont.) | | | | <p>⇒ <i>collaborating in large and small groups through activities such as think-pair-share, debates, four corners, quiet conversation, and lit circles (in which students take on new roles); using 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)</i></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> | | | | | | | |
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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>7T:</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>First Peoples knowledge of changes in biodiversity over time</p> <p>local First Peoples knowledge of climate change</p> <p>⇒ <i>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.</i></p> | |





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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>consideration of other people's perspectives cultural and historical elements</p> <p>7T: cultural and historical 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: 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</p> | <p>discrete linear relations, using expressions, tables, and graphs ⇒ <i>Small Number stories: Small Number and the Old Canoe, Small Number Counts to 100</i> (mathcatcher.irmacs.sfu.ca/stories)</p> <p>two-step equations with whole-number coefficients, constants, and solutions ⇒ <i>Small Number stories: Small Number and the Big Tree</i> (mathcatcher.irmacs.sfu.ca/stories)</p> <p>circumference and area of circles ⇒ drummaking, dreamcatcher making, stories of SpiderWoman (Dene, Cree, Hopi, Tsimshian), basket making, quill box making (Note: Local protocols should be considered when choosing an activity.)</p> <p>volume of rectangular prisms and cylinders ⇒ <i>Exploring Math through Haida Legends: Culturally Responsive Mathematics</i></p> <p>Cartesian coordinates and graphing ⇒ overlaying coordinate plane on medicine wheel, beading on dreamcatcher, overlaying coordinate plane on traditional maps</p> <p>combinations of transformations ⇒ First Peoples art, jewelry making, birchbark biting</p> <p>circle graphs ⇒ visual representations of tidepools or traditional meals on plates</p> <p>experimental probability ⇒ dice games (web.uvic.ca/~tpelton/fn-math/fn-dicegames.html)</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>Evidence of climate change over geological time and the recent impacts of humans change in climate affects: ⇒ the interconnectedness of plants and animals, and their local environment ⇒ e.g., changes to harvesting dates, changes to schedules due to early/late ripening and runs, lowered water levels in creeks, rivers and lakes, change in humidity impacts the ability to preserve salmon, etc.</p> <p>impacts of humans: ⇒ humans are capable of changing Earth's landscape, climate and systems ⇒ efficacy of sustainable practices</p> | <p>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</p> <p>social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas</p> |

