

## 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 8* 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 8 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 8 Science curriculum includes the following explicit reference:

Science, Curricular Competency, **Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information**

### Implicit References

Implicit references are Big Ideas, Curricular Competencies, and Content that indirectly refer to Indigenous knowledge and perspectives. For example, the Grade 8 Physical and Health Education curriculum includes the following implicit reference:

Physical and Health Education, Big Idea, **Advocating for the health and well-being of others connects us to our community.**

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:

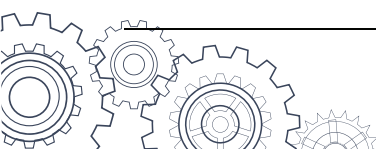
Bolded print	Mandated Learning Standard
•	Sub-points of a Learning Standard
⇨	<i>Elaborations</i>
○	<i>Key questions or samples</i>

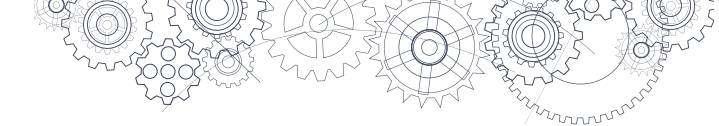
\***Place** refers to any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity.

	ADST	Arts	Career Ed.	ELA	Français langue première	Français langue seconde – immersion	Languages	Mathematics	PHE	Science	Social Studies
Big Ideas	Explicit				Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other’s languages and cultures.	Becoming aware of the values conveyed in texts helps us to better understand their cultural content. ⇒ oral, written, visual					
	Implicit		Individual and collective expression can be achieved through the arts. Dance, drama, music, and visual arts are each unique language for creating and communicating. Artists often challenge the status quo and open us to new perspectives and experiences. ⇒ Includes questioning established ideas, exploring historical perspectives and social change, and preserving enduring values	The value of work in our lives, communities, and society can be viewed from diverse perspectives. Our career paths reflect the personal, community, and educational choices we make.	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. story/stories: ⇒ 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. Text/texts: ⇒ 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. Extends our thinking: ⇒ questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, problem solving Developing our understanding of how language works allows us to use it purposefully.	Our environment influences our perceptions and shapes our texts. 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. Through their texts, authors share their identity, culture, perception of the world, and portrait of the era with readers.	ASL, Core French, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish: We can share our experiences and perspectives through stories. ⇒ 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. ASL, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish: Creative works are an expression of language and culture. ⇒ represent the experience of the people from whose culture they are drawn (e.g., books, dance, paintings, pictures, poems, songs, architecture Core French: We can experience authentic Francophone cultures through creative works. Our understanding of culture is influenced by the languages we speak and the communities with which we engage.		Advocating for the health and well-being of others connects us to our community.	The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them. ⇒ How do First Peoples view the cycling of matter and energy?	Contacts and conflicts between peoples stimulated significant cultural, social, political change.

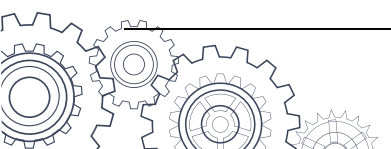


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Curricular Competencies	Explicit			<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>story:</p> <ul style="list-style-type: none"> <li>⇒ 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.</li> </ul> <p>oral traditions:</p> <ul style="list-style-type: none"> <li>⇒ the means by which culture is transmitted over generations other than through written records.</li> <li>⇒ 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.</li> <li>⇒ 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).</li> <li>⇒ The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</li> </ul> <p>Develop an awareness of the protocols and ownership associated with First Peoples texts</p>	<p>Compare Aboriginal and other texts based on their themes and points of view, and the intentions of their authors, as a way of examining different perspectives and approaches</p>	<p>Analyze the fantasy elements in Aboriginal nation and other legends, in order to understand their message</p> <p>Highlight and compare different perspectives, beliefs and viewpoints in Aboriginal and other texts</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> <ul style="list-style-type: none"> <li>⇒ e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive</li> </ul> <p><b>Core French:</b></p> <p>Explore and share information about connections between First Peoples communities and the French language</p> <ul style="list-style-type: none"> <li>⇒ 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)</li> <li>⇒ Discussion could include the fact that First Peoples writers in Quebec, such as those from the Innu Nation, have used the French language through prose and poetry to bring attention to the negative effects of colonization on their families and communities.</li> </ul>			<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"> <li>⇒ 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.</li> </ul>	



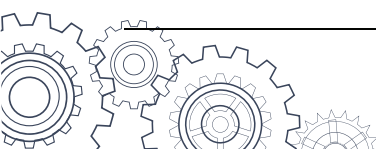


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Curricular Competencies	Implicit	<p>Identify criteria for success and any constraints</p> <ul style="list-style-type: none"> <li>⇒ limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred</li> </ul> <p>Evaluate personal, social, and environmental impacts and ethical considerations</p> <p>Identify and use sources of information</p> <ul style="list-style-type: none"> <li>⇒ 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</li> </ul> <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 arts activities and experiences</p> <p>Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.</p> <p>Describe, interpret and evaluate how artists use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas</p> <ul style="list-style-type: none"> <li>⇒ people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves</li> </ul> <p>Use the arts to communicate, respond to and understand environmental and global issues.</p> <p>Describe and respond to works of art</p>	<p>Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices</p> <p>Demonstrate respect, collaboration, and inclusivity in working with others to solve problems</p> <p>Recognize and explore diverse perspectives on how work contributes to our community and society</p> <ul style="list-style-type: none"> <li>⇒ explore diverse perspectives: question and challenge career perceptions and possible career paths and analyze the relationships between work, society, and the economy</li> </ul> <p>Question self and others about the reciprocal relationship between self and community</p> <p>Appreciate the value of a network of resources and mentors to assist with career exploration</p> <ul style="list-style-type: none"> <li>⇒ include parents, teachers, elders, coaches, extended family, other adults, or peers</li> </ul>	<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> <ul style="list-style-type: none"> <li>⇒ personal, social, and cultural contexts, values, and perspectives:           <ul style="list-style-type: none"> <li>– 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</li> </ul> </li> </ul> <p>Recognize how language constructs personal, social, and cultural identity</p> <ul style="list-style-type: none"> <li>⇒ how language constructs personal, social, and cultural identity:           <ul style="list-style-type: none"> <li>– 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.</li> </ul> </li> </ul>	<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>ASL, German, Japanese, Korean, Mandarin, Punjabi, Spanish:</p> <p>Examine personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens</p> <ul style="list-style-type: none"> <li>⇒ e.g., values, practices, traditions, perceptions</li> </ul> <p>Core French:</p> <p>Explore ways in which Francophone cultures are expressed through creative works</p> <p>Describe cultural aspects of Francophone communities</p> <p>Explore ways to engage in experiences with Francophone communities and people</p> <p>Italian:</p> <p>Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens</p> <ul style="list-style-type: none"> <li>⇒ e.g., values, practices, traditions, perceptions</li> </ul>	<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"> <li>⇒ in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration</li> <li>⇒ Patterns are important in First Peoples technology, architecture, and art.</li> <li>⇒ Have students pose and solve problems or ask questions connected to place, stories, and cultural practices-7/</li> </ul>	<p>Describe and assess strategies for promoting mental well-being, for self and others</p> <p>Explore and describe the impact of transition and change on identities</p>	<p>Experience and interpret the local environment</p> <p>Express and reflect on a variety of experiences and perspectives of place</p> <ul style="list-style-type: none"> <li>⇒ 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.</li> </ul> <p>Key questions about place:</p> <ul style="list-style-type: none"> <li>○ How does place inform your questions and inquiries?</li> <li>○ How does place influence your ability to plan and conduct an inquiry and make predictions about outcomes?</li> <li>○ How does your understanding of place affect the ways in which you collect evidence and evaluate it?</li> <li>○ How can you demonstrate ways of knowing that your work and the work of others is valid, free of bias, and acknowledges limitations?</li> <li>○ How can your understanding of place influence project designs?</li> <li>○ How do the place-based experiences and stories of others affect the ways in which you communicate and collaborate?</li> <li>○ How can you demonstrate an understanding of place and interconnectedness by the ways in which you represent the results of your investigation?</li> </ul>	<p>Assess the significance of people, places, events, or developments at particular times and places</p> <p>Identify what the creators of accounts, narratives, maps, or texts have determined is significant</p> <p>Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences</p> <ul style="list-style-type: none"> <li>⇒ What would have been the impacts if the indigenous peoples of the Americas had been immune to smallpox and other diseases?</li> </ul> <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> <p>Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past</p> <ul style="list-style-type: none"> <li>⇒ How are different groups represented in various cultural narratives?</li> </ul>



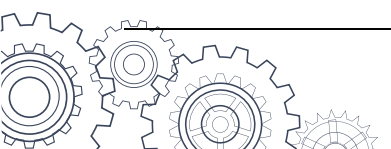


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Implicit (cont'd)				<p><b>Exchange ideas and viewpoints to build shared understanding and extend thinking</b></p> <p>⇒ <i>collaborating in large and small groups through activities such as think-pair-share, debates, four corners, quiet conversation, 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><b>Use and experiment with oral storytelling processes</b></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><b>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</b></p> <p>⇒ <i>Incorporate:</i></p> <ul style="list-style-type: none"> <li>- <i>Invite local First Peoples Elders and knowledge keepers to share their knowledge</i></li> </ul> <p>⇒ <i>Make connections:</i></p> <ul style="list-style-type: none"> <li>- <i>Bishop's cultural practices: counting, measuring, locating, designing, playing,</i></li> <li>- <i>explaining (<a href="http://csus.edu/indiv/o/or eyd/ACP.htm_files/abishop.htm">csus.edu/indiv/o/or eyd/ACP.htm_files/abishop.htm</a>)</i></li> <li>- <i>aboriginaleducation.ca</i></li> <li>- <i>Teaching Mathematics in a First Nations Context, FNEESC <a href="http://fnesc.ca/k-7">fnesc.ca/k-7</a></i></li> </ul>			





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Content	<b>Explicit</b> <b>ENTREPRENEURSHIP AND MARKETING:</b> characteristics of social entrepreneurship in First Nations communities <b>FOOD STUDIES:</b> First Peoples food use and how that use has changed over time	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	<b>ASL, German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish:</b> <b>First Peoples perspectives connecting language and culture, including histories, identity, and place</b> ⇒ 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.			<b>First Peoples knowledge of:</b> ⇒ local geological formations ⇒ significant local geological events	





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Content	Implicit	<p><b>FOOD STUDIES:</b> variety of eating practices</p> <ul style="list-style-type: none"> <li>⇒ with whom, what, when, how, why, where food is consumed in a variety of situations (e.g., informal, formal, special, and/or ceremonial occasions)</li> </ul> <p><b>local food systems</b></p> <ul style="list-style-type: none"> <li>⇒ growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal of food and food-related items</li> </ul> <p><b>MEDIA ARTS:</b> issues in ethical media practices, including cultural appropriation, moral copyright, reproduction, and privacy</p> <p><b>TEXTILES:</b> sources of textile materials</p> <ul style="list-style-type: none"> <li>⇒ 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)</li> </ul> <p><b>personal factors that influence textile choices, including culture and self-expression, and the impact of those choices on individual and cultural identity</b></p> <p><b>WOODWORK:</b> historical and current contexts of woodworking</p>	<p><b>symbolism and metaphor to explore ideas and perspective</b></p> <ul style="list-style-type: none"> <li>⇒ use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., love can be symbolized by the colour red or the cradling of one's arms)</li> </ul> <p><b>variety of national and international works of art and artistic traditions from diverse cultures, communities, times and places</b></p> <ul style="list-style-type: none"> <li>⇒ the results of creative processes in disciplines such as dance, drama, music, and visual arts</li> </ul> <p><b>ethical considerations and cultural appropriation related to the arts</b></p> <p><i>ethical considerations</i></p> <ul style="list-style-type: none"> <li>⇒ such as inclusion, diversity, copyright, ownership</li> <li>⇒ use of cultural motifs, themes, "voices," images, knowledge, stories, songs, drama, etc. 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</li> </ul>	<p><b>local and global needs and opportunities</b></p> <ul style="list-style-type: none"> <li>⇒ Social justice, environmental stewardship, sustainability, effective use of resources, etc.</li> </ul> <p><b>cultural and social awareness</b></p> <p><b>role of mentors, family, community, school, and personal network in decision making</b></p>	<p><b>forms, functions, and genres of text</b></p> <p><b>oral language strategies</b></p> <p><b>features of oral language</b></p>		<p><b>cultural and historical elements</b></p>	<p><b>Core French:</b> cultural aspects of Francophone communities</p> <p><b>ethics of cultural appropriation and plagiarism</b></p> <ul style="list-style-type: none"> <li>⇒ 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</li> </ul>	<p>percents less than 1 and greater than 100 (decimal and fractional percents)</p> <ul style="list-style-type: none"> <li>⇒ beading</li> </ul> <p><b>numerical proportional reasoning (rates, ratio, proportions, and percent)</b></p> <ul style="list-style-type: none"> <li>⇒ creating a cedar drum box of proportions that use ratios to create differences in pitch and tone</li> <li>⇒ paddle making</li> </ul> <p><b>operations with fractions (addition, subtraction, multiplication, division, and order of operations)</b></p> <ul style="list-style-type: none"> <li>⇒ drumming and song: 1/2, 1/4, 1/8, whole notes, dot bars, rests = one beat</li> <li>⇒ changing tempos of traditional songs dependent on context of use</li> <li>⇒ proportional sharing of harvests based on family size</li> </ul> <p><b>two-step equations with integer coefficients, constants, and solutions</b></p> <ul style="list-style-type: none"> <li>⇒ spirit canoe journey calculations</li> </ul> <p><b>Pythagorean theorem</b></p> <ul style="list-style-type: none"> <li>⇒ constructing canoe paths and landings given current on a river</li> <li>⇒ First Peoples constellations</li> </ul> <p><b>construction, views, and nets of 3D objects</b></p> <ul style="list-style-type: none"> <li>⇒ bentwood boxes, lidded baskets, packs</li> </ul>	<p>how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</p> <ul style="list-style-type: none"> <li>⇒ traditional Aboriginal games</li> </ul>	<p><b>sustainability of systems</b></p> <ul style="list-style-type: none"> <li>⇒ a systems approach to sustainability sees all matter and energy as interconnected and existing in dynamic equilibrium (e.g., carbon as a key factor in climate change, greenhouse effect, water cycle, etc.)</li> </ul>	<p><b>social, political, and economic systems and structures, including those of at least one indigenous civilization</b></p> <p><b>scientific and technological innovations</b></p> <ul style="list-style-type: none"> <li>⇒ agriculture</li> </ul> <p><b>interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</b></p> <p><b>exploration, expansion, and colonization</b></p> <ul style="list-style-type: none"> <li>⇒ contact and conflict</li> </ul>

