

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 Kindergarten* 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 Kindergarten curriculum.

Explicit References

Explicit references include the Big Ideas, Curricular Competencies, and Content that directly refer to Indigenous knowledge and perspectives. For example, the Kindergarten Mathematics curriculum includes the following explicit reference:

Mathematics, Curricular Competency, **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**

- ⇒ *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 artwork.*
- ⇒ *Have students pose and solve problems or ask questions connected to place, stories, and cultural practices.*

Implicit References

Implicit references are Big Ideas, Curricular Competencies, and Content that indirectly refer to Indigenous knowledge and perspectives. For example, the Kindergarten Social Studies curriculum includes the following implicit reference.

Social Studies, Big Idea, **Stories and traditions about ourselves and our families reflect who we are and where we are from.**

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.

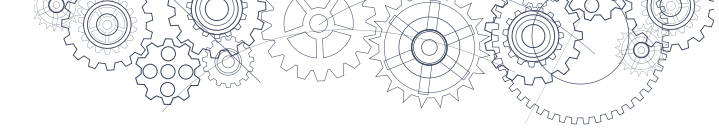
Note on Elaborations: Explicit references to Indigenous knowledge and perspectives that are found within the Elaborations of Big Ideas, Curricular Competencies, or Content are considered *implicit* unless they are accompanied by an explicit reference in the Big Ideas, Curricular Competencies, or Content.

The key below shows how the information in the chart is structured:

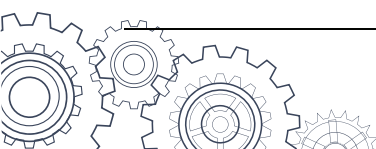
Bolded print	Mandated Learning Standard
•	Sub-points of a Learning Standard
⇒	<i>Elaborations</i>
○	<i>Key questions or samples</i>

***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 narratives play an important role in the exploration of individual, family, generational, and community identity.						
	Implicit		<p>People create art to express who they are as individuals and community. People connect to others and share ideas through the arts.</p>	<p>Strong communities are the result of being connected to family and community and working together toward common goals. Communities include many different roles requiring many different skills. Learning is a lifelong enterprise.</p>	<p>Stories and other texts help us learn about ourselves and our families.</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: <ul style="list-style-type: none"> - 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 (eg. In dramatic presentations, graphic novels, films, web pages, advertisements). <p>Through listening and speaking, we connect with others and share our world.</p>	<p>Texts often contain elements inspired by real-life situations that reflect the experiences of readers.</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>Numbers represent quantities that can be decomposed into smaller parts.</p> <ul style="list-style-type: none"> ⇒ What stories live in numbers? ⇒ How do numbers help us communicate and think about place? <p>Familiar events can be described as likely or unlikely and compared.</p> <ul style="list-style-type: none"> ⇒ How does data/information help us predict the likelihood of an event? (E.g. weather) ⇒ What stories can data tell us? 	<p>Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. Good health comprises physical, mental, and emotional well-being.</p>	<p>Plants and animals have observable features.</p> <ul style="list-style-type: none"> ⇒ How do the different features of plants and animals help them meet their basic needs? <p>Daily and seasonal changes affect all living things.</p> <ul style="list-style-type: none"> ⇒ How are plants and animals affected by daily and seasonal changes? 	<p>Stories and traditions about ourselves and our families reflect who we are and where we are from.</p>

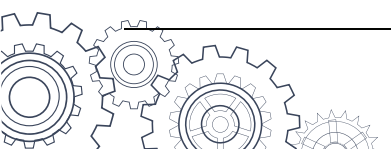


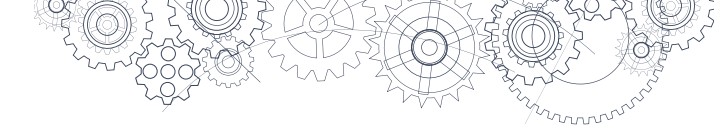
	ADST	Arts	Career Ed.	ELA	Français langue première	Français langue seconde – immersion	Languages	Mathematics	PHE	Science	Social Studies
Curricular Competencies					Identify the elements and structure of Aboriginal and other stories in order to understand the overall meaning			<p>Engage in problem-solving 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"> ⇒ <i>in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration</i> ⇒ <i>Patterns are important in First Peoples technology, architecture, and artwork.</i> ⇒ <i>Have students pose and solve problems or ask questions connected to place, stories, and cultural practices.</i> <p>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</p> <ul style="list-style-type: none"> ⇒ <i>Incorporate: Invite local First Peoples Elders and knowledge keepers to share their knowledge</i> ⇒ <i>make connections:</i> <ul style="list-style-type: none"> – <i>Bishop’s cultural practices: counting, measuring, locating, designing, playing, explaining</i> <i>(csus.edu/indiv/o/oreyd/ACP.htm_files/abishop.htm)</i> – <i>aboriginaleducation.ca</i> – <i>Teaching Mathematics in a First Nations Context, FNEsc</i> <i>fnesec.ca/k-7/</i> 		Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge	



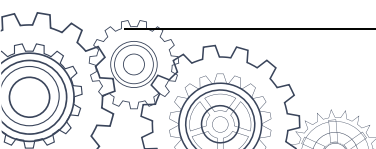


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Curricular Competencies	Implicit	<p>Generate ideas from their experiences and interests. Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment</p> <p>Make a product using known procedures or modelling of others.</p>	<p>Explore artistic expressions of themselves and community through creative processes</p> <p>⇒ <i>the means by which an artistic work (in dance, drama, music, and visual arts) is made; includes but is not limited to exploration, selection, combination, refinement, and reflection</i></p> <p>Observe and share how artists use processes, materials, movements, technologies, tools, and techniques</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>Interpret how symbols are used through the arts</p> <p>Express feelings, ideas, stories, observations, and experiences through the arts</p> <p>Describe and respond to works of art</p>	<p>Work respectfully and constructively with others to achieve common goals.</p> <p>Identify and appreciate the roles and responsibilities of people in their schools, families, and communities.</p>	<p>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity and community</p> <p><i>engage actively as listeners, viewers, and readers:</i></p> <p>⇒ <i>connecting to personal knowledge, experiences, and traditions: participating in community and cultural traditions and practices; asking questions related to the topic at hand</i></p> <p>Recognize the importance of story in personal, family, and community identity</p> <p>Explore oral story telling processes.</p> <p><i>oral storytelling processes:</i></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</i></p>			<p>Estimate reasonably</p> <p>⇒ <i>First Peoples used specific estimating and measuring techniques in daily life (e.g., seaweed drying and baling)</i></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., daily activities, local and traditional practices, the environment, popular media and news events, social justice, and cross-curricular integration)</i></p>	<p>Identify caring behaviours among classmates and within families</p> <p>Identify and describe practices that promote mental well-being</p>	<p>Questioning and Predicting:</p> <p><i>Key questions about patterns:</i></p> <p>⇒ <i>What patterns do you see in plant life in your local environment?</i></p> <p>⇒ <i>What weather patterns can you observe?</i></p> <p>Experience and interpret the local environment</p> <p>Express and reflect on personal 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><i>Key questions about place:</i></p> <ul style="list-style-type: none"> ○ <i>What is place?</i> ○ <i>What are some ways in which people experience place?</i> ○ <i>How can you gain a sense of place in your local environment?</i> ○ <i>How can you share your observations and ideas about living things in your local environment to help someone else learn about place?</i> 	<p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>⇒ <i>Collect information from personal experiences, oral sources, and visual representations.</i></p> <p>Acknowledge different perspectives on people, places, issues, or events in their lives</p> <p><i>Sample activity:</i></p> <ul style="list-style-type: none"> ○ <i>Compare how friends or members of your family feel about selected people, places, issues, and events.</i>





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Content	Explicit (Note: Students are expected to use the learning standards for Curricular Competencies from Applied Design, Skills, and Technologies K–3 in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making).	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								local First Peoples uses of plants and animals ⇒ First Peoples practice and knowledge of plant and animal use (e.g., local berries or food, plants and animals, conservation of resources) First Peoples knowledge of seasonal changes	people, places, and events in the local community, and in local First Peoples communities Sample topics: <ul style="list-style-type: none"> ○ people (e.g., political leaders like the mayor or band council, school officials, local businesspeople) ○ places (e.g., school, neighbourhoods, stores, parks, recreation facilities) ○ events (e.g., new buildings, seasonal changes, sports) ○ natural and human-built characteristics of the local physical environment Key question: <ul style="list-style-type: none"> ○ What people, places, or events are most significant to you? Is your list the same as your classmates or family?





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Content	Implicit	<p>symbolism as a means of expressing specific meaning</p> <p>⇒ 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)</p> <p>variety of local works of art</p> <p>⇒ the results of creative processes in disciplines such as dance, drama, music, and visual arts and artistic traditions</p>	<p>Cultural and social awareness</p> <p>⇒ Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.</p> <p>Roles and responsibilities at home, at school, and in the community.</p>	<p>structure of story</p> <p>oral language strategies</p>		<p>cultural elements</p>		<p>number concepts to 10</p> <p>⇒ counting to 10 in more than one language, including local First Peoples language or languages</p> <p>ways to make 5</p> <p>⇒ Traditional First Peoples counting methods involved using fingers to count to 5 and for groups of 5.</p> <ul style="list-style-type: none"> – aboriginalperspectives.uregina.ca/rosella/lessons/math/numberconcepts.shtml – ankn.uaf.edu/curriculum/Tlingit/Salmon/graphics/mathbook.pdf <p>repeating patterns with two or three elements</p> <p>⇒ noticing and identifying repeating patterns in First Peoples and local art and textiles, including beadwork and beading, and frieze work in borders</p>	<p>how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</p> <p>⇒ traditional Aboriginal games</p> <p>caring behaviours in groups and families</p> <p>could include:</p> <ul style="list-style-type: none"> ⇒ nurturing ⇒ providing guidance ⇒ loving ⇒ respecting 	<p>adaptations of local plants and animals</p> <p>living things make changes to accommodate daily and seasonal cycles</p>	<p>personal and family history and traditions</p> <p>⇒ family stories (e.g., immigration to Canada, First Peoples oral histories, notable ancestors, memories from older relatives)</p> <p>⇒ traditions and celebrations (e.g., Christmas, other winter festivals around the world), special cultural holidays (e.g., Lunar New Year, Diwali, First Peoples celebrations, birthdays, and associated foods, clothing, art)</p> <p>Key questions:</p> <ul style="list-style-type: none"> ○ What types of stories get passed down from generation to generation? ○ Why do people find traditions and celebrations important?

