

# École Windsor Secondary

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## BC First Peoples 12

Day 2, Period 7  
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Room E214

### COURSE DESCRIPTION

B.C. First Peoples 12 focuses on the diversity, depth, and integrity of the cultures of British Columbia's Indigenous Peoples. In emphasizing the languages, culture, and history of Indigenous peoples, the course addresses an important part of the history of British Columbia. The course provides an opportunity for BC students to acquire knowledge and understanding of the geography of British Columbia and the traditions, history, and present realities of BC Indigenous peoples. Students also have the opportunity to consider future challenges and opportunities.

### BIG IDEAS

Big Ideas are the key understandings that students will achieve by the end of the course. In BC First Peoples these Big Ideas cover the following concepts:

The identities, worldviews, and languages of B.C. First Peoples are renewed, sustained, and transformed through their connection to the land.

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

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

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

### CORE COMPETENCIES

Core Competency is a skill that all learners need to have to be successful in all aspects of their life. In the British Columbia curriculum there are 3 core competencies: Communication, Thinking, and Personal and Social. Throughout the BC First Peoples 12 course, students will focus on one of these competencies in each unit.

### CURRICULAR COMPETENCIES

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, events, places, issues, or developments in the past and present (significance)
- Identify what the creators of accounts, narratives, or maps have determined to be significant (significance)

- Using appropriate protocols, interpret a variety of sources, including local stories or oral traditions, and Indigenous ways of knowing (holistic, experiential, reflective, and relational experiences, and memory) to contextualize different events in the past and present (evidence)
- Characterize different time periods in history, including examples of progress and decline, and identify key turning points that marked periods of change (continuity and change)
- Assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development (cause and consequence)
- Assess the connectedness or the reciprocal relationship between people and place (cause and consequence)
- Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past (perspective)
- Explain and infer perspectives and sense of place, and compare varying perspectives on land and place (perspective)
- Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond (ethical judgment)

## CONTENT

*Students will have opportunities to learn and know the following:*

- **local and regional geography** of the province of British Columbia
- **traditional territories** of the B.C. First Nations and relationships with the land
- role of **oral tradition** for B.C. First Peoples
- impact of **historical exchanges of ideas, practices, and materials** among local B.C. First Peoples and with non-indigenous peoples
- provincial and federal **government policies and practices** that have affected, and continue to affect, the responses of B.C. First Peoples to **colonialism**
- **resistance** of B.C. First Peoples to colonialism
- role and significance of **media** in challenging and supporting the **continuity of culture, language, and self-determination** of B.C. First Peoples
- commonalities and differences between **governance systems** of traditional and contemporary B.C. First Peoples
- **contemporary challenges** facing B.C. First Peoples, including **legacies of colonialism**

## ASSESSMENT / EVALUATION:

**Assignments and Assessment of student performance will include some or all of the following strategies:**

Daily participation in class activities - Participation in classroom discussions – Mapping - Research skills - Quizzes & Tests – In-class presentations - Creativity - Critical Thinking - Application of knowledge - Cumulative Projects - Homework checks - Teacher observations - Self & peer assessment

**POLICIES AND PROCEDURES:**

- The “I” (Incomplete) symbol is used to alert students and parents that the student is not demonstrating minimally acceptable performance in relation to expected learning outcomes. Students will be informed of an “I” by either an Interim Report mailed home or an “I” on a report card.
- Students are expected to demonstrate ethical (academic honesty), responsible, and thoughtful behavior.

**ATTENDANCE**

- Students absent from class are solely responsible for obtaining and completing any missed work and contacting the office and teacher.
- Refer to the School District 44 ‘Attendance Matters’ document found on the NVSD Home Page

**PRINT STUDENT NAME:** \_\_\_\_\_

**STUDENT SIGNATURE:** \_\_\_\_\_

**PRINT PARENT/GUARDIAN NAME:** \_\_\_\_\_

**PARENT/GUARDIAN SIGNATURE:** \_\_\_\_\_