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Course: Indigenous Leadership 12
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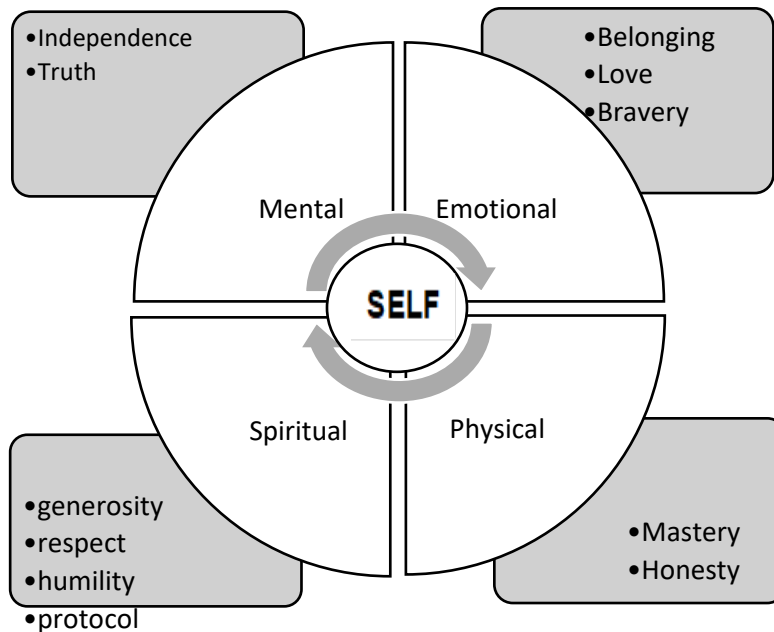
Course Length: 10 months
(approx 120 hours)

Course Curriculum

The curricular competencies and content by nature are interconnected and holistic – students and teachers understand that these concepts are taught concurrently and are revisited throughout the course. The curriculum for this course is build around the following Big Ideas:

Leadership represents good planning, goal setting, and collaboration, as well as high levels of personal responsibility and maturity	Positive images of Indigenous Peoples locally, nationally, and globally support development of a positive self-image and identify	Mentorship opportunities with the Indigenous community, schools, and students foster positive, supportive relationships	Awareness and promotion of Indigenous cultural traditions, practices, activities, and events can strengthen belonging and identity, as well as counteract effects of colonialism on the journey to reconciliation and healing	Awareness and connection to local, national, and global organizations, programs, and services available to Indigenous people can facilitate mental, emotional, physical, and spiritual wellbeing
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Learning Standards



Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; listen to the oral tradition of Elders and other local knowledge holders; gather, interpret, and analyze ideas; and communicate findings and decisions • Use holistic, experiential, reflective, and relational experiences to better understand connectedness and the reciprocal relationship of First Peoples and the sense of place. • Recognize the consequences of our actions (cause and consequence) • Assess and compare the significance of the interconnections between people, places, events, and developments at a particular time and place, and determine what they reveal about issues in the past and present (significance) • Ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, indigenous knowledge, memory, history, and story (evidence) • Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Leadership styles and theories, in connection to Indigenous leadership models and examples (historical, contemporary, struggles, accomplishments) • local, national, and global Indigenous role models and their contributions to positive images of Indigenous Peoples and self-identity • factors that sustain and challenge the identities and worldviews of indigenous peoples • the varied identities and worldviews of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land • the importance of leaders and mentors in Indigenous culture and history, in local communities and schools to foster positive, supportive relationships • cultural activities which keep Indigenous cultures thriving around the world (such as conferences, Pow Wows, and Potlatches) • the resilience and survival of indigenous peoples in the face of colonialism

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<ul style="list-style-type: none"> • Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences of an event, decision, or development (cause and consequence) • Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective) • Recognize implicit and explicit ethical claims in a variety of sources (ethical judgment) • Recognize and understand that some knowledge is considered sacred and only shared with permission, and/or in certain situations, with certain people (ethical judgment) • Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment) 	<ul style="list-style-type: none"> • local, national, and global Indigenous organizations and the struggle of Indigenous peoples for belonging and acknowledgment factors facilitating mental, emotional, physical, and spiritual wellbeing
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Resources

- Textbook required: ***Speaking Our Truth, Monique Gray Smith*** (3 copies available in your school library)
- Outlook Calendar (shared with student by teacher)
- Recommended: ***Righting Canada's Wrongs: Residential Schools, Melanie Florence***

Course Content

Completion of one project or learning guide will activate a student.

Module	Units	Formative Assessment	Marks
Unit 1 Moving Forward	1.1 Re-visioning Canada	1 Reflection	20 marks
	1.2 Indications of Progress: Cause & Consequences	1 Critical Thinking	30 marks
	1.3 Recognizing Our Patterns & Values	2 Assignments	20 marks
	1.4 Ethics & Stereotypes	1 Assignment	30 marks
	1.5 Cultural Learning	1 Reflection 1 Community Event	25 marks
Unit 2 Applying Indigenous Leadership	2.1 Group Think	1 Group Discussion	10 marks
	2.2 Social Justice for an Indigenous Issue	1 Project	30 marks
	2.3 A Call to Action	1 Presentation 1 Self Evaluation	40 marks

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	2.4 Cultural Learning	1 Reflection 1 Community Event	25 marks
Unit 3 My Journey	3.1 My Journey (Culminative Reflection)	1 Video	30 marks

Students are expected to:

- contact the teacher by instant messaging, email or phone when help is needed or questions arise
- be actively engaged and submitting work on a regular basis
- inform the teacher when they will be inactive for two or more weeks
- be aware that if they are inactive in a course for four or more weeks they may be removed from that course
- check their email at least twice a week
- cite all sources properly
- answer in their own words