# **BC First Peoples 12**



View of the diverse Indigenous languages spoken in British Columbia

BC First Peoples 12 is a course that offers students an opportunity to gain a deeper understanding of the diverse experiences of Indigenous peoples living in the land known as British Columbia. This will be a chance for students to learn, listen, and explore different Indigenous worldviews, cultural traditions, and practices, and artforms of local peoples. It will also be a chance to explore resistance, decolonization, and reclamation within Indigenous communities.

# What Will the Course Be Like?

This course will be heavily rooted in storytelling in all of its forms - music, dance, oral tradition, art, mapmaking, poetry and so forth. Each unit will have multiple opportunities to explore Indigenous worldviews, knowledge, and histories in authentic ways that uphold the First Peoples Principles of Learning. Students will also have an opportunity to share and explore their own personal stories, as we learn alongside each other.

## Themes of the Course

The **<u>Big Ideas</u>** of the BC First Peoples 12 course are:

- The identities, worldviews, and languages of indigenous 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.

#### **Course Scope**

This course is designed to be a survey course of many different experiences, so that students may understand the complex and rich Indigenous cultures that are thriving in this area. Students will not study *every single* Indigenous nation, nor will they become experts - the hope is that student learning will continue long after this course is completed.

# Units of Study:

Students will complete six units of study for this course, and one final project. There are no tests or in-person exams that you must complete. As you finish each unit, the next one will become visible to you. The units will include topics such:

- The Self
- Place, Worldviews, and Traditional Knowledge
- The Role of Story
- Colonialism, the Indian Act & Resistance
- Health and Restoring Balance
- Local Case Studies and Investigations
- Reclamation & Reciprocity Being a Good Ancestor

#### Varied Voices

With any course about First Peoples, there is a danger that students will have a 'pan-Indigenous' understanding - where we assume that the experiences of First Peoples around the province is the same. While we will highlight some of the similarities that are evident, this course is intended to highlight the richness, the complexity, and the diversity that exists amongst Indigenous communities

In addition to the curricular competencies that are part of all Social Studies courses, there are a few competencies that students will be assessed on that are specific to this course:

- Use Social Studies inquiry processes and skills to ask questions; listen to the oral tradition of Elders and other local Knowledge Keepers; I gather, interpret and analyze ideas; and communicate findings
- Use Indigenous principles of learning (holistic, experiential, reflective, and relational) to better understand connectedness and the reciprocal relationship of First Peoples to the land

## How Will I Be Assessed?

As part of this course, students will complete a combination of **formative and summative assessment activities** that will help build student's skills and understanding.

The formative activities are ones that are for *practice* - they are opportunities to take notes, reflect and journal, gather interesting resources, and explore complex topics. The formative activities will help you process new ideas and concepts, and it's also a place you can refer back to when you complete the **summative assessments** you hand into your instructor for formal evaluation. They are assessed Complete/Incomplete and are read by your instructor, and feedback will be given when necessary. They are normally called "Journal Entries" or "Activities". <u>There are usually 2-3 formative tasks per unit</u>.

**Summative evidence** of student learning will be collected through various assignments and projects. Students will be assessed using the Proficiency Scale, with the Social Studies Curricular Competencies in mind. Each unit will have about <u>3-4 summative tasks including a unit project</u>. They all need to be completed unless alternate arrangements have been made with your instructor.

After you hand in an assignment, your teacher will record feedback on your Strengths and Stretches/Growth, and then give you an overall mark for each task based on each Curricular Competency being assessed using

the Proficiency Scale - Emerging, Developing, Proficient, and Extending. At the mid-point and at completion of course, a percent will be calculated based on the following table.

### How will final percent be calculated?

Your assignments, activities, and participation will be marked **cumulatively** this semester using the Proficiency Scale.Then, your overall mark is based on your achievement for each curricular competency category. There is a range of percents at each proficiency level. The final grade calculation is based on frequency AND most recent pieces of evidence.

Frequency	EMERGING (E)	DEVELOPING (D)	PROFICIENT (P)	EXTENDING (X)
Almost Always	57%	72%	88%	98%
Most Often	53%	67%	82%	95%
More than Not	50%	62%	78%	92%

#### Adaptations

The course can be adapted to help facilitate and encourage student success and engagement. At all times, students can connect and communicate with their instructor if they need support with the assignments, or if they need an adapted plan for handing in assignments.