



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> School District 8 Kootenay Lake	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD8
<b>Developed by:</b> Ki Louie and Alastair McKay	<b>Date Developed:</b> January 17th-18th, 2018
<b>School Name:</b> Prince Charles Secondary School & JV Humphries Elementary Secondary	<b>Principal's Name:</b> Scott Cobbe (PCSS) & Dan Rude (JVH)
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Aboriginal Leadership	<b>Grade Level of Course:</b> 10-12
<b>Number of Course Credits:</b> 4 credits	<b>Number of Hours of Instruction:</b> 100 Hours

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** To be determined

**Course Synopsis:** This course offers students the opportunity to connect with themselves and the school community through development of cultural activities and exploration of Aboriginal ways of knowing. Central to the course's purpose are the themes of respect, belonging, identity and relationship.

**Goals:**

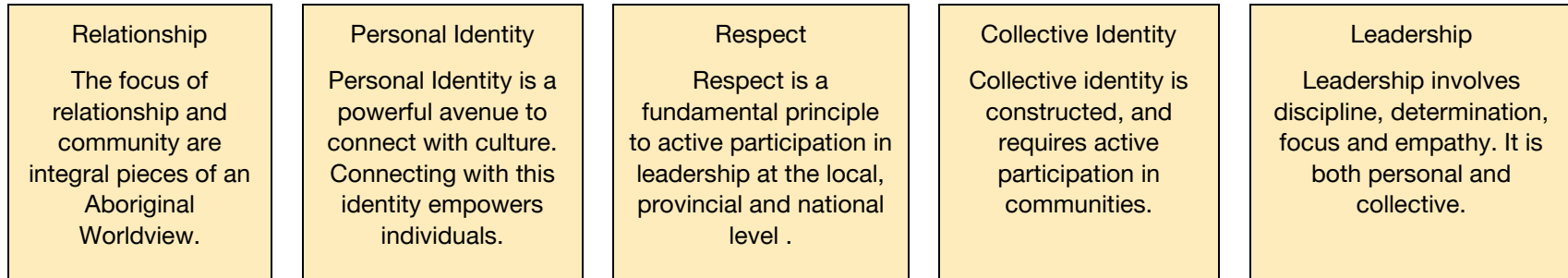
- Engage school community through Aboriginal Leadership activities
- Develop pride and confidence through cultural connections
- Develop and explore personal leadership strengths and gifts
- Enhance a sense of belonging within school and community
- Raise awareness of Aboriginal culture, tradition, and issues

**Rationale:**

Aboriginal Leadership is offered to enhance leadership activities in the Aboriginal and school community. The course is designed to nurture pride and purpose for students in their ancestry but also within their local and school community. Aboriginal Leadership is designed to provide students with experiences related to culture, as well as provide opportunities to become leaders in their community. Students will be guided in event planning strategies that will raise awareness to the diversity of Aboriginal Canada. Students in this course will develop lifelong skills and acquire leadership qualities that promote Reconciliation. Central to the course are the interconnected themes of respect, identity, belonging, and relationship.

**Aboriginal Worldviews and Perspectives: See Below**

## BIG IDEAS



## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>● Respect honour and engage in Indigenous customs and traditions by participating in and reflecting on Aboriginal ways of knowing.</li> <li>● Develop relationships through active participation in school, community, and national events.</li> <li>● Build relationships, respect, collective identity and <b>raise awareness</b> of Aboriginal issues through planning an event(s) in the school or broader community.</li> <li>● Listen to the oral tradition of Elders and other local knowledge holders; gather, interpret, and analyze ideas; and communicate findings and decisions.</li> <li>● Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs.</li> <li>● Ask questions and corroborate inferences of community leaders and other local knowledge keepers by developing stakeholders and participants. Rely on local memory, history, and story to channel personal identity and build community.</li> <li>● Use leadership skills to assess and analyze the practicalities and challenges of planning events by determining the purpose, planning and logistics.</li> <li>● Connect with personal identity, history and heritage through investigative and reflective means.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p>Each culture has their own significant traditions which are keepers of their language, history, and identity.</p> <p>Customs and traditions are integral to Indigenous ways of knowing, personal identity, and respect.</p> <p>Event planning is detail oriented task that requires many different subsets of skills.</p> <p>Understand leadership roles and how they can differ. Different people have different leadership styles.</p> <p>Recognize that empathy, understanding and respect for different perspectives on people, places, issues and events from both the past and present are a valuable tool for building leadership skills.</p> <p>Impact of heritage, history, and experience and how it shapes personal identity.</p>

## Curricular Competencies – Elaborations

### **Respect honour and engage in Indigenous customs and traditions by participating in and reflecting on Aboriginal ways of knowing.**

#### *Sample topics:*

- Participation in cultural learning: smudging, drumming, traditional dancing, circle.
- Collection of materials for subsistence practices (ex. shelter, transportation, hunting and gathering, smudge etc.).
- Creation of the traditional resources/tools/arts of Aboriginal groups (ex. tipis, canoes, fish traps, bows, pine needle baskets, drums etc.).
- Reflection and sharing and of experiences with the class and/or community.

### **Develop relationships through active participation in school, community, and national events.**

#### *Sample topics:*

- The creation and participation in peer mentorship groups and/or peer tutoring groups.
- Grow relationships with community members through event planning: District Pow wow, Youth Conference, Guest speakers.
- Develop a school based Youth Council, as well as participate in Youth Committees in the broader community.
- The formation and interaction with an Elders Council.

### **Build relationships, respect, collective identity and raise awareness of Aboriginal issues through planning an event(s) in the school or broader community.**

#### *Sample topics:*

- Orange Shirt Day
- National Aboriginal Day
- Native Awareness week
- Bear Witness Day
- Have a Heart Day
- Moose Hide Campaign
- Project of Heart
- Witness Blanket
- Missing and Murdered Indigenous Women
- Idle No More
- We Matter Campaign

### **Listen to the oral tradition of Elders and other local knowledge holders; gather, interpret, and analyze ideas, communicate findings and draw conclusions.**

#### *Key Questions:*

- How do oral traditions record and shape collective identity and journal history?

- How does oral storytelling rely on leadership and foster growth and record history?
- What can we learn from these stories?
- How we can relate these stories to our personal identity and our communities?

**Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs**

*Key Questions:*

- How does the past influence the future?
- How is traditional Aboriginal worldview alive today?
- To what extent do identities change? (personal, collective, other)
- What is our school district's traditional territory and how do we honour these nations?

**Ask questions and corroborate inferences of community leaders and other local knowledge keepers by developing stakeholders and participants. Rely on local memory, history, and story to channel personal identity and build community.**

*Sample Topics:*

- Engage the student body
- Communicate with local leaders (ex. Mayor, Municipal government, youth committee, Rotary, First Nations Band Chief, elders etc.)

**Use leadership skills to analyze and navigate the intricacies of event planning: practicality, purpose, planning and logistics.**

*Sample Topics:*

- Managing
- Collaborating
- Advertising
- Fundraising
- Budgeting

**Connect with personal identity, history and heritage through research and reflection.**

*Sample Topics:*

- Genealogy research
- Outreach to distant relations
- Research on traditional lands and cultures
- Family story
- Personal story
- Colonization
- Local historical events

## Content – Elaborations

**Each culture has their own significant traditions which are keepers of their language, history, and identity.**

*Sample Topics:*

- Sturgeon Nosed canoe and local nations teachings
- The importance of buffalo to plains culture
- Significance of salmon to BC First Nations
- Role of the trickster

**Customs and traditions are integral to Indigenous ways of knowing, personal identity, and respect**

*Sample Topics:*

- Creation/Oral stories
- Understanding the significance of the hand drum, pow wow drum and songs
- Recognition of the different context and performance of dances
- Understanding the role of traditional protocol and ceremony
- Governance (ex. traditional leadership roles: Chiefmanships, Councils, Elders, Nations)

**Event planning is detail oriented task that requires many different subsets of skills.**

*Sample Topics:*

- Canvas/poll
- Advertising
- Public Speaking
- Community Engagement
- Fundraising
- Organization
- Commitment
- Communication

**Understand leadership roles and how they can differ. Different people have different leadership styles.**

*Sample Topics:*

- Transparency
- Motivation
- Inspiration
- Flexibility
- Reflection
- Compromise
- Vision

- Adaptability
- Foresight

**Recognize diversity in people, places, issues and events from the past and present as valuable tools for building and understanding leadership skills.**

*Sample Topics:*

- Students engage with different Aboriginal texts: novels, podcasts, films, and blogs to broaden their perspectives
- Learning protocol and customs of Aboriginal Worldviews
- Highlighting current issues from local, provincial, federal and global communities

**Understand how heritage, history, and experience shapes personal identity**

*Sample Topics:*

- Shared historical experiences: Residential schools, 60’s Scoop, reserve system, Indian Act, Status/Non-status, TRC, federal apology
- Personal experience: Everyday life, interests, activities, vision, goals, values
- Genealogy
- Intergenerational impact of colonization

**Recommended Instructional Components:**

The instructional component of a course expands on, and makes clear the intent of the learning standards. It involves the use of activities, techniques, and methods that can be employed to meet diverse student needs and to deliver the curriculum. The nature and features of the course will influence instructional strategies and activities. When developing the instructional component, consider:

- an appropriate balance of the various learning standards
- a variety of approaches, including both innovative and “tried and true”
- activities that draw from and build on prior learning
- various learning styles
- activities that are transferable to other contexts

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

Principles of Quality Assessment The following principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning. These principles are intended to provide teachers with guidance for classroom assessment that aligns with the Know-Do-Understand curricula model. Quality Assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

**Learning Resources:**

- Elders
- Chiefs and Chief and Councils
- Local nations
- Community Members
- Community knowledge keepers
- Aboriginal community agencies: Kootenay Kids, Kinbasket Child and Family Services, COINS
- Post-secondary Institutes Indigenous Education programs and staff
- First Peoples Principles of Learning
- Teachers
  - Ki Louie - ki.louie@sd8.bc.ca
  - Alastair McKay - alastair.mckay@sd8.bc.ca
- Websites
  - ERAC - <https://abedsupport.bcerac.ca/f>
  - 8th Fire - <http://www.cbc.ca/8thfire/>
  - Indspire - <http://indspire.ca/k12-institute/>
  - AANDC - <https://www.aadnc-aandc.gc.ca/eng/1302868012055/1302868605384>
  - BCTF - <https://www.bctf.ca/AboriginalEducation.aspx?id=13404>
  - First Nations Caring Society - <https://fncaringsociety.com/>
  - First Voices - <http://www.firstvoices.com/>
  - First Nations Education Steering Committee - <http://www.fnesc.ca/>
  - TRC - <http://www.trc.ca/websites/trcinstitution/index.php?p=905>
  - NFB - <https://www.nfb.ca/>
  - CBC News Indigenous - <http://www.cbc.ca/news/indigenous>
  - School District 8: ABED website - <https://sd8learns.sd8.bc.ca/abed/>
  - SD8 Aboriginal Enhancement Agreement - <https://sd8learns.sd8.bc.ca/abed/enhancement-agreement/>

**Additional Information:**