



SD No. 57 Prince George, Board Authorized Course

School District/Independent School Authority Name: School District No. 57 (Prince George)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD57
Developed by: Pam Spooner	Date Developed: SD57 Course created December 2019 Adapted from SD67 Sept 2018
School Name: Aboriginal Education Department	Principal's Name:
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Cultural Connections 12	Grade Level of Course: 12. Students are able to start tracking their cultural learnings in grade 11 and complete in grade 12. Or they can complete in Grade 11 and get the credit for the Cultural Connections 12 when they complete the course.
Number of Course Credits: 4	Number of Hours of Instruction: Approx. 120 hours

Board/Authority Prerequisite(s):

No pre-requisite necessary

Special Training, Facilities or Equipment Required:

Educators to work in concert with Elders and Knowledge Keepers throughout the extended territory.

Course Synopsis:

This course is designed to acknowledge that Indigenous Learning is a highly social process that nurtures relationships within the family, community and traditional culture. It is a process of lifelong learning and encourages Indigenous youth to connect with their cultural heritage and supports the richness and diversity of Indigenous cultures. Students will explore and reflect on their Indigenous culture through their personal lens and through their experiences in activities outside of the regular classroom setting. Cultural Connections 12 aims to acknowledge personal experiential and cooperative learning for students who are actively engaged as lifelong learners in their cultural community. This course will also guide students in modelling leadership skills through community projects and personal development.

Goals and Rationale:

Cultural Connections 12 is designed to allow students to explore and deepen their understanding of local and personal Indigenous traditions, and to positively engage with the school, local community and extended territories. Students will participate in the development, design, and implementation of intergenerational, community-based projects that allow each student to showcase their own personal strengths and abilities.

Students will have the opportunity to learn from a variety of sources including, but not limited to, teachers, community leaders, Elders, Knowledge Keepers, and each other. Cultural Connections 12 provides many opportunities for cross-curricular studies through the exploration of local medicinal botany, cultural traditions and knowledge, Indigenous authors, Indigenous art, understanding reconciliation, and participation in traditional events and celebrations. Students may also receive academic and/or personal support to enhance their learning in other courses.

Goals:

- Explore and nurture an evolving understanding of Indigenous cultures, traditions, ways of knowing, and protocols
- Maintain, enhance and model skills for self-reflection and goal setting
- Maintain, enhance, and model skills for collaboration and project completion
- Maintain, enhance and model skills for positive communication and small / large scale leadership
- Gain and create positive school and community experiences
- Gain traditional knowledge from Elders and Knowledge Keepers
- Gain knowledge through oral traditions / storytelling and experiential learning
- Gain and maintain enriching personal development and a strong, healthy personal image

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning

First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), story provides a record of literal truth (e.g., regarding events and/or situations). This tradition (both content and process) helps to create the learners' concept of the world. The emphasis on history and story help learners to organize new concepts that develop from their learning.
- Learning involves patience and time.
- Learning requires exploration of one's identity. Identity is what connects people to each other, to communities, and to the land. The exploration of one's identity includes developing an understanding of one's place in the world in addition to being able to identify all the factors that contribute to how people see themselves. These factors include people's strengths and their challenges, their innate abilities (gifts) and capacity to learn. In addition to using this understanding to help one grow in life, knowing one's own strengths and challenges is a part of the responsibility a person has to his or her family and community, as a people are considered to have a duty to use them to contribute to others (family, community and land).

Declaration of Aboriginal Worldviews and Perspectives

- Connectedness and Relationship
- Awareness of History
- Connectedness and Relationship.
- Awareness of History
- Local Focus
- Engagement with the Land, Nature, the Outdoors
- Emphasis on Identity
- Community Involvement: Process and Protocols
- The Power of Story
- Traditional Teaching
- Language and Culture
- Experiential Learning

BIG IDEAS

Physical participation in cultural communities fosters and strengthens identity and understanding of ourselves and others.

Self-reflection and self-discovery are integral to developing meaningful relationships and personal problem-solving skills.

Traditional knowledge is valuable and a key component to healthy futures.

We gain knowledge and pathways to personal growth when we learn from, and work with, a variety of generations.

Social responsibility leads to strong, prosperous, and resilient communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Project Development & Implementation</p> <p>Participate:</p> <ul style="list-style-type: none"> • Model regular self-reflection within supportive peer talking circles, community involvement & volunteerism • Attend Indigenous cultural events • Respect and model Indigenous protocol • Actively and positively participate in Elder/Knowledge Keeper-led events and learning opportunities • Actively and positively participate in volunteer opportunities • Participate positively with a variety of communities • Model responsibility for land stewardship <p>Collaborate:</p> <ul style="list-style-type: none"> • Collaboratively create and coordinate a project outline/timeline • Exhibit responsibility for personal and academic commitments • Cooperate positively and model a harmonious work environment <p>Demonstrate:</p> <ul style="list-style-type: none"> • Recognize and communicate the value of traditional /oral knowledge • Exhibit leadership skills and look to Elders, Knowledge Keepers and Educators for guidance • Create culturally significant projects following the appropriate protocols <p>Lead:</p> <ul style="list-style-type: none"> • Conceptualize, design, develop, and implement a community-based project • Create and achieve a set of goals for personal and academic development • Create and maintain an achievement plan • Recognize personal strengths and valuable contributions of team members <p style="padding-left: 40px;">Personal Goal Setting & Reflection</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Implementation positive working-group dynamics • Implementation of problem-solving strategies • Implementation organizational skills • Implementation of time-management strategies • Implementation of task completion strategies • Goal setting and achievement strategies • Implementation of self-reflection • Ability to self-identifying personal areas requiring support • Implementation of self-advocacy • Techniques for positive peer support • Principles of Social Justice • Implementation of short-term and long-term planning • Understand the roles of learner, leader, teacher, guide • Local Indigenous protocol • Personal integration of the Medicine Wheel

Big Ideas – Elaborations

Self-reflection – The ability to exercise introspection and use inward thought to enhance outward growth.

Self-discovery – The process of determining and having confidence in one's personal emotions, preferences, ancestry, beliefs.

Traditional knowledge – Skills and practices of a region that have been developed from centuries of experience. Most commonly passed orally from one generation to the next.

Curricular Competencies – Elaborations

Collaborate – Working together on an activity to create or produce a finished product.

Conceptualize – To form a concept or idea.

Develop – to grow a concept into a realized product.

Implement – To put a plan into effect.

Achievement Plan – an outline of the steps to be taken to assure goal completion.

Talking Circles – A safe space to listen, respect, and discuss the views of others.

Land Stewardship – recognizing one's responsibility to retain the quality and abundance of our land, air, and water.

Content – Elaborations

Self-advocacy – representing and speaking on behalf of oneself, views, and interests.

Social Justice – fair and just relations between the individual and society.

Medicine Wheel – represents the alignment and continuous interaction of the physical, emotional, mental, and spiritual realities

Recommended Instructional Components:

This course will embed the following [Principles of Quality Assessment](#):

- 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

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Experiential Learning
- Reflective Writing

Students will complete a Student Activity Tracking Form for each activity for which hours are logged. These must be signed by a member of the community who will verify the student's participation, number of hours, and provide feedback if necessary. Students must also complete a personal reflection, which can be written, or completed in a photographic essay, oral presentation, or video log. The Student Activity Tracking Form is submitted to a designated school contact (teacher or administrator) who will complete the bottom portion of the form and assess the student's personal reflection. The student and school contact must keep track of the total accumulated hours. Once hours reach 120, a final course grade is entered. Four grade 12 credits are earned for the completion of Cultural Connections 12.

Learning Resources:

Regional Ancestral and Language Stories

- Oral Histories - Violet Bozoki
- How I became a Dugout Canoe – Nicholas Prince
- 'Astas and the Talukw – Robert Frederick <https://www.fp-artsmap.ca/art/en-cha-ghuna-he-too-lives>
- Dakelh Stories – Celia John https://www.strongnations.com/store/item_list.php?it=&cat=4191
- Granny Seymour's Herbal Hints
- More Stories of the Moricetown Carrier Indians of Northwestern B.C. - Patsy Alfred, Ruby Mitchell, Biran Mitchell
- Yinka Dene Language Institute - <http://www.ydli.org/ydindex.htm>
- Nak'azdli - <https://nakazdli.wordpress.com/dakelh-culture/>
First Voices <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Nak%E2%80%99azdli%20Dakelh>
Print and Online Stories
<https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Nak%E2%80%99azdli%20Dakelh/learn/stories>
- Southern Carrier - First Voices
[https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Dakelh%20 %20Southern%20Carrier](https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Dakelh%20%20Southern%20Carrier)
Print and Online Stories
<https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Dakelh%20 %20Southern%20Carrier/learn/stories>
- Yekooche - <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Yekooche/Yekooche>
- Tache-Stuart Lake - First Voices
<https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/TI'azt'en>
Stories in Dakelh <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/TI'azt'en/learn/stories>

- Tl'azt'en - First Voices
<https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Tl'azt'en>
 Stories <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Tl'azt'en/learn/stories>
- Nadleh-Stella Whut'enne - First Voices
<https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Nadleh%20Whut'en>
 Stories <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Nadleh%20Whut'en/learn/stories>
- Wet'suwet'en - First Voices
<https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Wet%E2%80%99suwet%E2%80%99en/Wet%E2%80%99suwet%E2%80%99en>
 Stories <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Wet%E2%80%99suwet%E2%80%99en/Wet%E2%80%99suwet%E2%80%99en/learn/stories>

Regional Resources

- Hanuyeh Ghun Utni-i (Plants of Carrier Country) - Carrier Linguistic Committee
- Lheidli T'enneh Cemetery, Prince George: A documented History – J. Kent Sedgwick
- The Carrier of Long Ago – SD57
- Prince George Remembered... - Bridget Moran
- Plants and Medicines of Sophie Thomas – Jane Young and Alex Hawley
- Plants of Southern Interior British Columbia – Roberta Parish, Ray Coupe, Dennis Lloyd
- Common Wildflowers of the Columbia Mountains – Sherry Chandler & Mary Searchfield, ed. Carolyn Aspeslet
- The Warmth of Love: The Four Seasons of Sophie Thomas – Terry Jacks (Video)
- Lheidli T'enneh Historical Timeline http://www.pgda.ca/uploads/2/4/1/7/24178565/lheidli_tenneh_historical_timeline_2014v.pdf
- Dakelh Keyoh: Place names <https://www.billposer.org/DakelhPlacenames/DakelhYunBilingual.html>
- Lheidli T'enneh Website <http://www.lheidli.ca/>
- Lheidli T'enneh Dictionary <https://www.billposer.org/LheidliCarrierDictionary/>
- Lheidli Language on Youtube
<https://www.youtube.com/channel/UCiQqgETDCoF55EvmM4HpepQ?fbclid=IwAR13A1fZtq3f5rbo7oOuL90j7U7wM-wNnIGv6LKKMEboTjliRo9y1EuP5zA&app=desktop>
- Lheidli T'enneh Alphabet by Local Elder Edith Frederick http://www.pgda.ca/uploads/2/4/1/7/24178565/lheidli_alphabet_chart.docx
- Carrier Sekani <http://www.carriersekani.ca/culture-heritage/>
- Stoney Creek Woman – Bridget Moran
- Judgement at Stoney Creek – Bridget Moran
- The Carrier, My People – Lizette Hall
- Niwhts'ide'nī Hibi'it'èn (The Ways of Our Ancestors) - Morin
- Eagle Down is our Law – Antonia Mills
- Hang onto these Words – Antonia Mills
- The Gathering Place: A History of the Gitksan-Wet'suwet'en Village of Tse-kya – Maureen Cassidy
- Proud Past: A History of the Wet'suwet'en of Moricetown, BC – Maureen Cassidy and Frank Cassidy

- Kwadacha Tsek'ene - First Voices
<https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Kwadacha%20Tsek'ene/Kwadacha%20Tsek'ene>
- Tse'khene (McLeod Lake) - First Voices
[https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Tse'Khene%20\(McLeod%20Lake\)/Tse'Khene%20\(McLeod%20Lake\)](https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Tse'Khene%20(McLeod%20Lake)/Tse'Khene%20(McLeod%20Lake))

Other Resources

- 21 Things you May Not Know About the Indian Act – Bob Joseph
- 100 Years of Loss: The Residential School System in Canada <http://100yearsofloss.ca/en/>
- 500 Years of Indigenous Resistance – Gord Hill
- Beyond 94: Truth and Reconciliation in Canada <https://curio.ca/en/collection/beyond-94-truth-and-reconciliation-in-canada-2586/>
- Speaking Our Truth: A Journey of Reconciliation – Monique Gray Smith <http://orcabook.com/speakingourtruth/>
- Indigenous Cinema: National Film Board (access NFB Campus and teachers guides with SD 57 email) https://www.nfb.ca/indigenous-cinema/?&film_lang=en&sort=year:desc.title&year=1917..2019
- BC First Nations Studies <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/aboriginal-education/bc-first-nations-studiesteachers-guide>
- National Centre for Truth and Reconciliation- University of Manitoba <https://nctr.ca/map.php>
- Canadian Encyclopedia: Indigenous Peoples <https://thecanadianencyclopedia.ca/en/collection/aboriginal-peoples>
- First Nations Education Steering Committee: Learning First Peoples Classroom Resources: <http://www.fnesc.ca/learningfirstpeoples/>
- Indigenous Perspectives Education Guide- Historica Canada: <http://fb.historicacanada.ca/education/english/indigenous-perspectives/>
- BCTF Indigenous History in Canada: <http://www.bctf.ca/uploadedFiles/POH/timelineENG.pdf>
- Coyote Science: <https://www.aptn.ca/coyotescience/episode-guide/>
- First Voices Languages - <https://www.firstvoices.com/explore/FV/sections/Data/>
- Indigenous Peoples Atlas of Canada: Canadian Geographic <https://indigenouspeoplesatlasofcanada.ca/>
- CBC ReVision Quest: <https://www.cbc.ca/revisionquest/about/>
- CBC Legends Project: https://www.cbc.ca/aboriginal/legends_project.html
- CBC News: Indigenous <https://www.cbc.ca/news/indigenous>
- BC Association of Aboriginal Friendship Centres <https://bcaafc.com/>
- The Giving Tree: A Retelling of a Traditional Metis Story – Leah Dorion http://www.leahdorion.ca/gallery_relatives_with_roots.html
- Write it on Your Heart – Harry Robinson, ed. Wendy Wickwire
- Plants of Southern Interior British Columbia – Roberta Parish, Ray Coupe, Dennis Lloyd
- Common Wildflowers of the Columbia Mountains – Sherry Chandler & Mary Searchfield, ed. Carolyn Aspeslet
- All Living Things: A Ktunaxa Ethnobotany Handbook – Michael Keefer & Peter McCoy
- Native American Gardening: Stories, Projects and Recipes for Families – Michael J. Caduto & Joseph Bruchac
- Ancient Pathways, Ancestral Knowledge: Ethnobotany and Ecological Wisdom of Indigenous Peoples of Northwestern North America – Nancy J. Turner
- Knowing Home: Braiding Indigenous Science with Western Science – Gloria Snively & Wanosts'a7 Lorna Williams
<https://pressbooks.bccampus.ca/knownhome/>
- The Earth's Blanket: Traditional Teachings for Sustainable Living – Nancy J. Turner
- BCTF Social Justice Resources <https://bctf.ca/SocialJustice.aspx>

- Think before you Appropriate – IPinCH <https://www.sfu.ca/ipinch/resources/teaching-resources/think-before-you-appropriate/>
- Relatives With Roots – Leah Dorion http://www.leahdorion.ca/gallery_relatives_with_roots.html

Additional Information:

This course has opened up communication and connection with our local Lheidli T'enneh and the McLeod Lake Indian Band. It creates relationships within our community for our students. It increases pride and confidence in who they are as Indigenous people. A stronger sense of identity for our students, will lead to their success. This course acknowledges the importance of the traditional learning that happens outside of the classroom, which is equally important to their holistic learning journey.