



I. Key Message/Expectations

- ❖ **Regular attendance** – To be successful in Aboriginal Studies, the student must be attending classes and completing the work associated with learning the concepts and skills of the course. The student is responsible for getting notes and doing the work that was assigned if they are absent/late. If the student knows that they will be away, please notify the teacher so the student can pick up their work so they do not fall behind.
- ❖ **Arrive on time/ Be prepared** – It is expected that you are seated and ready to start class when the bell goes. If you are unable to avoid being late, please enter the classroom with a minimum of disruption. Books and pencils are to be brought to class every day, textbooks will be stored in the classroom, and outdoor gear for the season will be needed, and discussed in the days prior to any outdoor activities.
- ❖ **Cell phones** - Cell phone usage in class is discouraged. Please use the box provided or leave your cell phone at your desk during discussions.
- ❖ **Work Habits** – It is expected that the student uses their class time to the best of their abilities for the whole period of every class. Respectful behaviour is a necessity to all members of the class and shall be reciprocated. We will be available during class as well as during lunch to help explain and work through problems and issues, when asked.
- ❖ **Attitude** – Another necessity for this course is independence and accountability. You are responsible for keeping up with the work, asking for help if needed.

II. Course Overview

The focal point of Aboriginal Studies 10–20–30 is the wealth and diverse nature of Aboriginal languages and cultures. The program of studies explores concepts within the students' own unique context. It is intended to provide a conceptual framework for all learners to enhance understanding of the diverse Aboriginal cultures within their region, Canada and the world. The term "Aboriginal" refers to First Nations, Métis and Inuit.

Aboriginal Studies 10–20–30 reflects a perspective that encompasses and integrates the past, present and future of Aboriginal peoples. This program will provide all students with the opportunity to develop, explore and apply their own personal reflections on Aboriginal perspectives. Students will examine how Aboriginal peoples are striving toward maintaining and promoting cultures and identities that reflect values based on respect for the laws of nature and a continual pursuit of balance among individuals, the family unit, the larger community and global community.

The resiliency of Aboriginal peoples' cultural heritages and languages has promoted a survival of their nations. In spite of many challenges, the majority of Aboriginal peoples in Canada have maintained traditional beliefs and value structures within their cultural framework. It is important that Aboriginal students experience and feel a sense of pride of their own cultural heritage. This will enhance students' self-esteem and increase the relevance of education. For all students, the

program can serve to increase an awareness, appreciation and understanding of the rich and long-lasting history, culture and contributions of Aboriginal peoples as part of our society. It can also serve to enlighten and contribute to discussion and analysis of Aboriginal issues. (Alberta, 2002)

III. Scope and Sequence

THEME I: THE MÉTIS: CONFLICT AND CULTURAL CHANGE

- demonstrate an understanding of the emergence of the Métis and how they evolved into a new Aboriginal culture in Canada
- appreciate that conflict can arise among cultures because of differing political, economic and social perceptions and practices
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- demonstrate an understanding of how Métis culture and lifestyles were affected as a result of the defeat of the Métis at Batoche

THEME II: TREATIES AND CULTURAL CHANGE

- demonstrate an understanding that First Nations people perceived treaties as recognized sovereign agreements
- demonstrate an understanding that First Nations people based treaty agreements on the principle of consensus based on traditional beliefs:
- demonstrate an understanding of how some treaties were a mechanism whereby the Canadian government received title to ceded lands and in return First Nations retained areas of reserved land with certain rights
- demonstrate an understanding of the influences of missionary religious institutions on First Nations and Métis people
- demonstrate an understanding that there were many policies, acts and treaties passed by the federal government that had an impact on First Nations people and their way of life
- demonstrate an understanding of why the First Nations people resisted government policies
- demonstrate an awareness that First Nations people throughout the world are diverse in their culture, identity and security
- demonstrate an understanding that First Nations people of Canada and the world share a common view of inherent rights
- demonstrate an understanding that there are differences of opinion among First Nations people and the federal and provincial governments regarding treaty rights
- demonstrate an appreciation for First Nations groups and leaders who are committed to the struggle of self-determination and the continuation of their culture, institutions and traditions

THEME III: LEGISLATION, POLICIES AND CULTURAL CHANGE

- demonstrate an understanding of the nature and impact of the legislation and policies of the French and British governments on Aboriginal peoples
- demonstrate an understanding of the impact of federal government legislation and policies on Aboriginal peoples
- demonstrate an understanding of the impact of federal government legislation and policies on Aboriginal peoples
- demonstrate an understanding of how the socio-economic and political positions of Aboriginal peoples are affected by the policies implemented by the federal government
- research, analyze and evaluate the impact of federal government policies, legislation and

practices on the self-determination and quality of life of Aboriginal peoples

THEME IV: SCHOOLING AND CULTURAL CHANGE

- demonstrate an understanding that education plays an important role in the socialization process of a society and in the retention and transmission of its cultural identity
- demonstrate an understanding of the history of formal education for Aboriginal students
- demonstrate an understanding that after the signing of the treaties, a policy of assimilation was undertaken by the federal government in the schooling of Aboriginal children
- demonstrate an understanding of the impact of residential schools on Aboriginal children
- demonstrate an appreciation of the difficulties faced by many Aboriginal students being placed in public schools and other school systems
- demonstrate an understanding of how Aboriginal education has become a key issue between some Aboriginal peoples and the federal and provincial governments

IV. Teaching Methodology

The methods used for instruction will include lectures, question-and-answer discussions, small group work, individual tutorials, and a variety of multimedia utilities. There will be textbooks for students to use, and hands on activities throughout the course.

V. Assessment

Formative Assessment

All work, discussions, and hands on activities will be assessed as formative assessments, students are expected to participate with all activities to the best of their abilities.

Summative Assessment

Google forms will be used throughout the course to connect with student learning and expectations. These forms will be marked for completion, and connection to the activities and discussions. Missing forms will be given a mark of 10% for participation until the form is completed prior to the end of the semester. If a student missed the activity, it is up to the student to check with the teachers about missing work and what to do to be able to move forward.

VI. Resources

Textbooks will be provided. Please come to class with an open mind and an open heart.