



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: ORIGIN AND SETTLEMENT PATTERNS

- demonstrate an understanding of different perspectives to the origin and settlement of Aboriginal peoples in North America
- demonstrate an understanding that there are distinctive narrations of legends and stories that are related to cultural characteristics of Aboriginal peoples
- demonstrate an understanding that Aboriginal peoples developed distinct cultures in differing Canadian environments
- recognize and demonstrate an understanding that Aboriginal peoples moved from place to place according to well-defined patterns
- demonstrate an understanding that mutual support connected various Aboriginal peoples
- demonstrate an understanding that, historically, Aboriginal peoples were sovereign nations and Europeans and Aboriginal nations coexisted in a state of mutual recognition of sovereign status with mutual economic benefits from trades
- demonstrate an understanding that the Métis family unit gave rise to what is now known as the Métis people

THEME II: ABORIGINAL WORLDVIEWS

- demonstrate an understanding that spirituality is fundamental to traditional Aboriginal worldviews
- demonstrate an understanding that Aboriginal stories on creation of the world and Aboriginal peoples provide a strong spiritual foundation
- demonstrate an understanding that cycle of life is fundamental to the Aboriginal way of life
- demonstrate an understanding that ceremonies have strong spiritual and social significance
- demonstrate an understanding that after European contact, many Aboriginal peoples incorporated Christianity into their lifestyles

THEME III: POLITICAL AND ECONOMIC ORGANIZATION

- demonstrate an understanding of the historical, political and economic organizations of the First Nations, Métis and Inuit people
- demonstrate an understanding of how the interaction of two cultural groups has resulted in political and economic adaptation and/or interdependence
- demonstrate an understanding of the contributions of Aboriginal peoples to the historical trade
- demonstrate an understanding that many Aboriginal peoples have successfully entered into the world of business to improve their quality of life while keeping in balance traditional practices
- demonstrate an understanding of the current issues being addressed by Aboriginal political and economic organizations
- demonstrate an understanding of why Aboriginal peoples of Canada have formed unique organizations and alliances to deal with the federal and/or provincial governments

THEME IV: ABORIGINAL SYMBOLISM AND EXPRESSION

- appreciate how oral traditions influence ideas, perspectives and interpretations

- interpret and recognize significant oral symbolism and expressions
- develop an understanding of many Aboriginal art forms, oral tradition and literature

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.