

Interactions and Interdependence		Corresponding Unit & Foundational Knowledge Objectives
Analyze the functions of family and community	NIN10.1	Unit 2 Community and Kinship <ul style="list-style-type: none"> • Analyze the functions of families. • Determine the importance of family members as role models. • Interpret the importance of traditional Aboriginal family life. • Illustrate the importance of traditional Aboriginal family values today. • Explain the unique ways in which Aboriginal peoples chose to live. • Analyze the importance of the clan and extended family systems to Aboriginal people. • Research factors that influence(d) Aboriginal housing. • Display understanding of the evolution of Aboriginal family life. • Discern and appreciate the values that underlie Aboriginal recreation. • Detail how Aboriginal societies cultivated a sense of belonging. • Appreciate the relevance of traditional Aboriginal child rearing philosophies to contemporary society. • Appreciate the discipline and guidance techniques of Aboriginal peoples.
Investigate the emergence and development of the Metis nation	NIN10.2	Unit 2 Community and Kinship <ul style="list-style-type: none"> • Discover how Métis people emerged and developed. • Analyze the ways in which Métis people preserve their cultural heritage through education.
Assess the impact of residential schools and the process of reconciliation	NIN10.3	Unit 2 Community and Kinship <ul style="list-style-type: none"> • Synthesize the impact of residential schools on Aboriginal family life. • Determine how Aboriginal people have reclaimed their education. • Discover what Aboriginal people are doing to heal from the residential school experience. • Respect the intellectual integrity of the oral tradition. • Determine how the intellectual integrity of the oral tradition was undermined by government policy Unit 3 Governance <ul style="list-style-type: none"> • Realize the devastating effects of the Residential School system

Dynamic Relationships		
Examine the history, nature and effects of social injustice on Aboriginal peoples	NDR10.1	<p>Unit 1 Identity and Worldviews: Aboriginal Perspectives</p> <ul style="list-style-type: none"> Analyze the difference between equality and equity. Use effective decision-making techniques to solve a problem. Realize that learning is a life-long process. Know that self-respect and respect for others is the foundation on which human relationships develop. Interpret the harm caused by ignorance-based thinking. Analyze materials for bias and stereotypes and replace these with accurate information. Infer the complexity of identity for people in general, and for Aboriginal People in particular. Analyze the effects of external labels on Aboriginal peoples. Respect the distinctions among and within Aboriginal groups: First Nations, Métis and Inuit.
Explore Aboriginal worldview and traditions	NDR10.2	<p>Unit 1 Identity and Worldviews: Aboriginal Perspectives</p> <ul style="list-style-type: none"> Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept. Identify the major elements of Aboriginal worldviews. Respect Aboriginal cultural traditions. Identify and explain the ethics by which Aboriginal peoples live. Explore the unique ways in which Aboriginal peoples experience spirituality. Develop and expand the concept of leadership to include subtler forms of leadership. <p>Unit 2 Community and Kinship</p> <ul style="list-style-type: none"> Appreciate the historical customs of Aboriginal peoples. Analyze the importance of the concept of circularity to Aboriginal peoples. Compare Aboriginal peoples' and European views of the land.
Examine the relationship between Aboriginal narratives and worldview	NDR10.3	<p>Unit 1 Identity and Worldviews: Aboriginal Perspectives</p> <ul style="list-style-type: none"> Interpret the important teachings of tricksters in Aboriginal stories. Value Aboriginal authors' literary contributions.

		<ul style="list-style-type: none"> Value storytelling, both as a teaching tool and as an art form.
Power and Authority		
Examine the unique political processes and structures of Aboriginal peoples	NPA10.1	<p>Unit 3 Governance: Aboriginal Perspectives</p> <ul style="list-style-type: none"> Determine how, historically, Aboriginal leaders were chosen. Investigate how Aboriginal leadership is based on values that may differ from the values of Euro/Canadians. Appreciate the unique political processes and structures of Aboriginal peoples. Respect that First Nations, Inuit and the Métis Nation have always had Political structures designed to serve their needs.
Examine the impact of government policy on Aboriginal people	NPA10.2	<p>Unit 3 Governance: Aboriginal Perspectives</p> <ul style="list-style-type: none"> Examine the harmful effects of forced change. Know that Euro/Canadian government policies intended to 1) remove Aboriginal people from their land, 2) suppress Aboriginal nations and their governments, 3) undermine Aboriginal cultures, 4) erode Aboriginal identity. Understand the legislation that affects Aboriginal peoples. Recognize the effects of an imposed system of governance by examining a Specific example.. Analyze the concept of contractual agreements.
Analyze the diverse and dynamic relationships of Aboriginal people with the land, environments, and newcomers	NPA10.3	<p>Unit 3 Governance: Aboriginal Perspectives</p> <ul style="list-style-type: none"> Investigate the factors that led to Aboriginal peoples losing their traditional, historical territories. Infer that Aboriginal peoples had, and have, different experiences with governments regarding their land. Research the unique land agreements between the Inuit and various governments. Interpret the circumstances under which Métis people lost their land. Discover why Louis Riel is an important figure to Saskatchewan and Canadian history. Understand the significance of provincial recognition of Métis people.
Resources and Wealth		

Examine traditional Aboriginal economies	NRW10.1	<p>Unit 4 Economies: Aboriginal Perspectives</p> <ul style="list-style-type: none"> • Analyze how Aboriginal economies were environmentally responsible. • Infer that the buffalo economy was one part of diverse Aboriginal economies. • Recognize that Aboriginal peoples were economically self-reliant prior to European contact. • Provide evidence that economic activity thrived prior to the arrival of Europeans. • Analyze the factors that contributed to successful Aboriginal economies. • Illustrate the physical dexterity and mental acuity required for hunting buffalo. • Explain how the Métis buffalo hunt was a highly organized, democratic event.
Analyze the impact of European contact on Aboriginal economies	NRW10.2	<p>Unit 4 Economies: Aboriginal Perspectives</p> <ul style="list-style-type: none"> • Interpret how the horse dramatically altered Aboriginal economic enterprise. • Analyze the factors that disrupted traditional Aboriginal economies. • Understand that European diseases devastated entire Aboriginal populations. • See that while Aboriginal and Euro-Canadian worldviews are vastly different, basic values can be shared. • Explain the importance of a land base to Métis economic well being. • Recognize how the rich history of Métis people attracts economic activity. • Analyze the impact of the post-contact economy to traditional Aboriginal societies.
Investigate the nature of Aboriginal involvement in the Canadian economy	NRW10.3	<p>Unit 4 Economies: Aboriginal Perspectives</p> <ul style="list-style-type: none"> • Realize some of the barriers to employment for Aboriginal peoples. • Realize that traditional Aboriginal skills and values are relevant to a Contemporary economy. • State the importance of preserving Indigenous knowledge. • Analyze the importance of Aboriginal peoples and individuals to the current economy.

		<ul style="list-style-type: none">• Strategize for ways in which work environments can be inclusive.• Analyze Aboriginal participation in artistic economic endeavors.• Display understanding of the damage stereotypes and misinformation do to the employment opportunities of Aboriginal peoples.• Display knowledge of the economic experiences of Aboriginal peoples.
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For detailed information on foundational (knowledge, skill and value) objectives, organization and suggested instructional approaches refer to the [Native Studies 10 \(2002\) curriculum](#).

SRPSD NATIVE STUDIES 20

June 5, 2015

Interactions and Interdependence		Corresponding Unit & Foundational Knowledge Objectives
Understand the history, nature and effects of social injustice on Indigenous peoples in Canada and internationally	NIN20.1	Unit 3 Social Justice <ul style="list-style-type: none"> • Increase their understanding of the history, nature and effects of prejudice, discrimination, racism, ethnocide and genocide; • Develop an understanding and increased awareness of the social justice issues and realities of Indigenous peoples in Canada and internationally; • Become aware of specific situations of social injustice, historical and current; • Be able to identify the common bases for injustice among diverse Indigenous peoples. recognize the commonality of human rights abuses among diverse Indigenous peoples; • Increase their understanding of Indigenous philosophy and how it relates and is applied to issues of social justice;
Examine human rights and freedoms protected by national and international legislation	NIN20.2	Unit 3 Social Justice <ul style="list-style-type: none"> • Become familiar with human rights legislation and declarations made by diverse groups struggling for social justice and human dignity; • Become aware of their fundamental human rights and freedoms as stated and protected by national and international legislation. recognize rights and freedoms not yet stated and protected by national and international legislation;
Investigate strategies which seek to promote, implement or enforce social justice	NIN20.3	Unit 3 Social Justice <ul style="list-style-type: none"> • Increase their understanding of and appreciation for the role and necessity of social protest; • Increase their awareness of organizations, inquiries, and task forces which strive to identify injustice, and strategies which seek to promote, implement or enforce social justice; • Develop a personal action plan for social change and be seen to have taken action on an issue of personal concern.
Dynamic Relationships		
Analyze how worldview shapes one's	NDR20.1	Introductory Unit

relationships with land, environments, events, and ideas		<ul style="list-style-type: none"> • Students will be made aware of the 12 Principles Common to First Nations Philosophies and related resources. Students will be provided with the opportunity to relate Indigenous philosophy with their own and other philosophies and codes of ethics or behaviour. • Students will develop an understanding of the role that a people's philosophy has in shaping their lives and relationships. • Students will develop an appreciation for an Indigenous worldview and identify it as practised by Indigenous peoples. • Students will develop their comprehension, interpretation and creative thinking skills in representing an Indigenous worldview using a variety of media.
Power and Authority		
Analyze Indigenous political issues	NPA20.1	<p>Unit 1 Self-Determination and Self-Government</p> <ul style="list-style-type: none"> • Indigenous peoples' political rights are based upon the traditional exercise of such rights; • Political concerns vary among Indigenous peoples; • Political concerns involve control over internal affairs and relationships with mainstream societies; • Varied methods and strategies exist and must evolve to resolve political issues; • Commonalities exist among Indigenous peoples and their struggles for political, social, economic, spiritual and cultural survival and development.
Investigate the pursuit of self-determination and self-government by Indigenous peoples	NPA20.2	<p>Unit 1 Self-Determination and Self-Government</p> <ul style="list-style-type: none"> • This is a global phenomenon; • Individual and organized effort is necessary to protect the rights of Indigenous peoples and assist them in realizing self-government; • Political rights of Indigenous peoples have historically been repressed by mainstream societies; • The repression of Indigenous peoples' political rights has caused social turmoil and conflict and resulted in the near extinction and subjugation of many Indigenous cultures and societies; • Indigenous peoples continue to struggle for empowerment through the recognition of their unique political rights;
Resources and Wealth		

<p>Examine the concept of development from an Indigenous perspective</p>	<p>NRW20.1</p>	<p>Unit 2 Development</p> <ul style="list-style-type: none"> • Indigenous peoples' concept of development is defined by their common respect for the land. That concept is both individual and communal; • Indigenous peoples' concept of development reflects the principles of wholeness and change. • Indigenous peoples view their society and the world holistically; • The right to self-determination and self-government is essential to Indigenous peoples' concepts of personal and communal development. • Dependence upon others decreases self-determination and domination by others leads to social injustice; • Indigenous peoples and social scientists, globally, are demanding more culturally-sensitive programs for personal, social and economic development; • Indigenous principles of development, conservation and change are increasingly relevant to non-Indigenous science and technology, and schemes for sustainable development, pollution control and waste management.
<p>Assess the impact of non-Indigenous development projects on Indigenous rights</p>	<p>NRW20.1</p>	<p>Unit 2 Development</p> <ul style="list-style-type: none"> • Dependence upon others decreases self-determination and domination by others leads to social injustice; • Development, that has been forced upon Indigenous peoples, denies their human and Aboriginal rights; • Indigenous peoples and their traditional territories are threatened by the effects of foreign concepts of development which are insensitive to Indigenous beliefs and practices; • Development projects designed, funded and supported by non-Indigenous corporations, agencies and banks have created widespread situations of poverty, debt, urbanization, ethnocide and genocide;

For detailed information on foundational (knowledge, skill and value) objectives, organization and suggested instructional approaches refer to the [Native Studies 20 \(1992\) curriculum](#).

Interactions and Interdependence		Corresponding Unit & Foundational Knowledge Objectives
Determine the influence of worldview on the choices, decisions, and interactions in a society	NIN30.1	Introductory Unit <ul style="list-style-type: none"> • Know that there is tremendous diversity in the identity of Aboriginal peoples • Understand that Aboriginal peoples have made, and continue to make, numerous positive contributions to Canada Unit 5 Social Development <ul style="list-style-type: none"> • Understand the many factors that have affected social relationships among Aboriginal peoples • Understand that all societies experience conflict, and develop strategies based upon their particular worldview
Examine justice, education and health from an Aboriginal perspective	NIN30.2	Unit 5 Social Development <ul style="list-style-type: none"> • Understand that contemporary justice issues faced by Aboriginal peoples are directly linked to monumental changes brought about through the introduction of foreign systems of justice • Understand that traditional Aboriginal justice methods provide alternatives for all Canadians • Understand that education serves as an instrument of cultural survival and is a component of self-determination for Aboriginal peoples • Understand that the concept of wellness reflects traditional Aboriginal approaches to health and demonstrates a possibility for all Canadians • Understand that contemporary health issues affecting Aboriginal peoples result from socio-economic and cultural factors, and that solutions must consider both areas to be affective
Dynamic Relationships		
Analyze the diverse and dynamic relationship between Aboriginal people and the land	NDR30.1	Unit 1 Aboriginal and Treaty Rights <ul style="list-style-type: none"> • Understand the factors of diversity of Aboriginal nations of Canada • Understand the influences of worldview on daily life Unit 3 Land Claims and Treaty Land Entitlement <ul style="list-style-type: none"> • Understand how cultural factors and worldviews influence a peoples'

		relationship to the environment. A special relationship exists between Aboriginal peoples and the land
Analyze the basis and interpretation of Aboriginal and Treaty rights	NDR30.2	<p>Unit 1 Aboriginal and Treaty Rights</p> <ul style="list-style-type: none"> • Understand the basis of Aboriginal rights • Understand the effects of Canada's expansionism of the 1800s • Understand the basis of Treaty rights • Understand the interpretation and basis of interpretation of Aboriginal and Treaty rights
Power and Authority		
Assess the impact of colonial rule on the sovereignty of traditional Aboriginal governance	NPA30.1	<p>Unit 2 Governance</p> <ul style="list-style-type: none"> • Understand the nature of traditional leadership • Understand the nature of traditional governments and decision-making processes • Understand the impact of colonial rule on authority and sovereignty of traditional Aboriginal governments
Examine the nature and basis of Metis governance within Canada	NPA30.2	<p>Unit 2 Governance</p> <ul style="list-style-type: none"> • Understand the nature and basis of Metis systems of governance • Understand the relevance of the constitution of Canada to Aboriginal rights
Resources and Wealth		
Investigate various land claims, including treaty land entitlement	NRW30.1	<p>Unit 3 Land Claims and Treaty Land Entitlement</p> <ul style="list-style-type: none"> • Understand the basis and procedure for resolving comprehension land claims • Understand the basis and procedure for resolving treaty land entitlements • Understand the basis and various procedures employed in settling Metis land claims <p>Unit 4 Economic Development</p> <ul style="list-style-type: none"> • Understand Aboriginal and treaty rights influence on economic development
Examine the concept of development from an Aboriginal perspective	NRW30.2	<p>Unit 4 Economic Development</p> <ul style="list-style-type: none"> • Understand how cultural factors influence a people's relationship to the

		<p>environment and economic development</p> <ul style="list-style-type: none">• Understand the technical, social, cultural implications associated with economic development projects• Understand that a range of perspectives exists regarding development
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For detailed information on foundational (knowledge, skill and value) objectives, organization and suggested instructional approaches refer to the [Native Studies 30 \(1997\) curriculum](#).