

Course Plan: Grade 12 Social Studies Current Topics in First Nations, Metis, and Inuit Studies

Unit Description	Content Knowledge/ Essential Questions	Critical and Creative Thinking Skills:	Communication Skills:	Citizenship:	Managing Information:	Project/ Assessment Evidence:	Aboriginal Perspectives/ Outcomes Incorporated:
<p>Unit 1: Image and Identity (Cluster 1), A Profound Ambivalence (Cluster 4)</p> <p>Pedagogical approach: Traditions: a) <i>Cultural Products</i> b) <i>Stories/Myths (focus)</i> c) <i>Relational Practices</i></p> <p>Traditions will be the ongoing theme throughout the year. Cultural products and relational practices will both be incorporated into this unit however the frame of stories/myths will be the dominant force driving the unit. Focusing on the domains of who am I vs who</p>	<p><u><i>Big Question Targeted:</i></u> Who are the First Nations, Metis and Inuit peoples of Canada?</p> <p><u><i>Content Knowledge:</i></u> -Understand the proper terminology used when speaking of different people groups (specifically regarding specific Indigenous groups)</p> <p>-Appreciate and understand the similarities and differences between people groups and individuals.</p> <p>-Develop a geographical understanding of where different</p>	<p>-Plan topics, goals, ad methods for inquiry and research</p> <p>-reconsider personal assumptions based on new information and ideas</p> <p>-analyse material and visual evidence during research</p> <p>-compare diverse perspectives and interpretations in the media and other information sources</p> <p>-evaluate information from a variety of sources to determine</p>	<p>Listen to others to understand their perspectives</p> <p>-use language that is respectful of human diversity</p> <p>-express informed and reasoned opinions</p> <p>-elicit, clarify, and respond to questions, ideas and diverse points of view in discussions</p> <p>(POS: SS Program Front matter Overview pg 64-68)</p>	<p>-appreciate democratic ideals in Canadian society</p> <p>-value their democratic responsibilities and right</p> <p>-be willing to engage in respectful discussions surrounding identity and citizenship</p> <p>-value the unique perspectives of others</p> <p>(POS: SS Program Front matter Overview pg 64-68)</p>	<p>-organize and record information in a variety of formats and reference sources appropriately</p> <p>-select and use appropriate tools and technologies to accomplish tasks</p> <p>-select information from a variety of oral, visual, material, print or electronic sources, including primary and secondary sources</p> <p>(POS: SS Program Front matter Overview pg 64-68)</p>	<p>-Choice Project (Summative) Students will complete a research/ reflection project answering: (A) <i>What are these peoples traditional cultural stories and myths? (B) How do these peoples stories play into their development of a community identity? (c) How are their cultural practices different from my own?</i> This project is cumulative and will be tackled in pieces to allow for</p>	<p><u><i>Aboriginal Perspective Outcomes:</i></u></p> <p>-Demonstrate understanding of the importance and roles of oral tradition in Aboriginal cultures</p> <p>-Appreciate the importance of oral tradition in Aboriginal cultures</p> <p>- identify Aboriginal elements in examples of art.</p> <p>-describe the role of traditional music in Aboriginal societies</p> <p>-Demonstrate Awareness of Aboriginal people involved in the music industry</p> <p>-Identify traditional Aboriginal music</p>

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<p>are they. Traditional stories impacts on the constructs of identity will be a key component of this unit.</p> <p>Synopsis: Students will work individually to research a specific Aboriginal groups cultural traditional stories and practices. Students will explore how it is different from their own stories and traditional practices. Focusing on: <i>What are some Aboriginal peoples traditional cultural stories and myths? How do Aboriginal peoples stories play into their development of a community identity? How are their cultural practices different from my own?</i></p>	<p>people groups originated</p> <p>- Develop a basic understanding of the medicine wheel and the seven sacred teachings and their cultural significance.</p>	<p>reliability, validity, authenticity, and perspective</p> <p>-determine fact from opinion</p> <p>(POS: SS Program Front matter Overview pg 64-68)</p>				<p>success to be built into the project.</p> <p>-Ongoing journal entry's allowing for ongoing personal reflection and assessment.</p>	<p>-demonstrate awareness of traditional Aboriginal approaches to the management of natural resources (hunting, planting, harvesting etc)</p> <p>-demonstrate awareness of traditional Aboriginal practices associated with the seasonal cycles</p> <p>(POS: Integrating Aboriginal Perspectives into Curricula pg 28-42)</p>
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<p>This unit is to serve as a foundational unit to provide basic cultural knowledge to address who some of the Aboriginal people groups of Canada are. As well students will examine their own construct of identity through their own lived cultural narratives.</p> <p>Goal: To begin to understand Aboriginal peoples have maintained to this day a unique perspective that is different than that of non-Aboriginal peoples.</p> <p>To begin to understand the importance traditional stories play in shaping a</p>							
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<p>communal and individual identity.</p> <p>To understand the all Indigenous people of Canada have a unique relationship with the land.</p> <p>To understand many aspects common aspects shared in Indigenous people of Canadas world views through experiential means and inquiry.</p>							
<p>Unit 2: A Profound Ambivalence (Cluster 2), Towards a Just Society (Cluster 3)</p> <p>(Power and Authority-Governmental Relations)</p>	<p><u>Big Question Targeted:</u> How did colonization subvert traditional education for First Nations, Metis and Inuit peoples and how can its original purpose-to produce informed, independent</p>	<p>-Plan topics, goals, ad methods for inquiry and research</p> <p>-reconsider personal assumptions based on new information and ideas</p>	<p>Listen to others to understand their perspectives</p> <p>-use language that is respectful of human diversity</p> <p>-express informed and</p>	<p>appreciate democratic ideals in Canadian society</p> <p>-value their democratic responsibilities and right</p> <p>-be willing to engage in</p>	<p>-organize and record information in a variety of formats and reference sources appropriately</p> <p>-select and use appropriate tools and</p>	<p>-Writing Letters to Reconciliation Commission</p> <p>-Mini Research Project on how colonization subverted traditional</p>	<p><u>Aboriginal Perspective Outcomes:</u></p> <p>-demonstrate awareness of barriers to preserving the oral traditions since the first Indian Act</p> <p>-identify on a map the traditional</p>

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<p>Pedagogical approach: Traditions: <i>a) Cultural Products</i> <i>b) Stories/Myths</i> <i>c) Relational Practices (Focus)</i></p> <p>Synopsis: This unit will focus on how colonization effected the traditions of First Nations, Metis and Inuit peoples. Students will explore the lasting impacts residential schools had on First Nations, Metis and Inuit communities. Students will also look at how residential schools disrupted the educational and relational structures found within Aboriginal communities.</p> <p>Goal: Begin to</p>	<p>contributing citizens-be restored?</p> <p>Content Knowledge:</p> <p>-basic knowledge and understanding of the Indian Act: zoning in on assimilation, control, and main provisions (should already be introduced from previous grades- 9, 11)</p> <p>-history of residential schools and some of their lasting impacts in present day Canada (consequences, challenges,</p> <p>-basic knowledge of the Truth and Reconciliation Commission</p> <p>-differences traditions in educating the young</p>	<p>-analyse material and visual evidence during research</p> <p>-compare diverse perspectives and interpretations in the media and other information sources</p> <p>(POS: SS Program Front matter Overview pg 64-68)</p>	<p>reasoned opinions</p> <p>-elicit, clarify, and respond to questions, ideas and diverse points of view in discussions</p> <p>(POS: SS Program Front matter Overview pg 64-68)</p>	<p>respectful discussions surrounding identity and citizenship</p> <p>-value the unique perspectives of others</p> <p>(POS: SS Program Front matter Overview pg 64-68)</p>	<p>technologies to accomplish tasks</p> <p>-select information from a variety of oral, visual, material, print or electronic sources, including primary and secondary sources</p> <p>(POS: SS Program Front matter Overview pg 64-68)</p>	<p>education for First Nations, Metis and Inuit peoples.</p> <p>-Ongoing journal entry's allowing for ongoing personal reflection and assessment.</p>	<p>lands of the Aboriginal peoples of Manitoba</p> <p>-compare the locations of traditional settlements and population centres with the current locations of First Nation communities in Manitoba</p> <p>-describe the different and similar views held by Aboriginal and European people in their perception of land and the concepts of wealth and ownership</p> <p>- demonstrate understanding of how the Indian Act has affected Aboriginal People Across Canada</p> <p>-demonstrate awareness of the integrational effects of the residential school system on Aboriginal people</p> <p>-demonstrate awareness of the personal</p>
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<p>understand the lasting impact residential schools and the Indian Act had on First Nations, Metis and Inuit people of Canada.</p> <p>Begin to understand how residential schools disrupted traditional Aboriginal traditions of education and relational structures.</p> <p>Gain perspective on the various issues facing Aboriginal communities in present day Canada and discover ways to provide support and make a difference.</p>							<p>experiences of Aboriginal peoples who were students at residential schools (POS: Integrating Aboriginal Perspectives into Curricula pg 28-42)</p>
<p>Unit 3: Image and Identity (Cluster</p>	<p><u>Big Question Targeted:</u></p>	<p>-Plan topics, goals, ad</p>	<p>-Listen to others</p>	<p>appreciate democratic</p>	<p>-organize and</p>	<p>-7 minute presentation</p>	<p><u>Aboriginal Perspective</u></p>

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<p>1), A Profound Ambivalence (Cluster 2), Towards a Just Society (Cluster 3), (Social Justice, Governmental Relations, Treaties)</p> <p>Pedagogical approach: Traditions: a) <i>Cultural Products</i> b) <i>Stories/Myths</i> c) <i>Relational Practices (Focus)</i></p> <p>Goals: Demonstrate an understanding of the challenges that Indigenous peoples of Canada must overcome in contemporary Canada to maintain their cultures and languages.</p>	<p>What are the issues facing First Nations, Metis, and Inuit peoples in Canada today, and why should they matter to Canadians?</p> <p><i>Content Knowledge:</i> -knowledge and basic understanding of treaties and their different understandings/interpretations (oral vs. written, treaties as a nation to nation agreement or treaty as a sacred covenant)</p> <p>-basic understandings in similarities and differences in social and governmental structures between Canadian Government and First Nation, Metis and Inuit peoples of Canada</p>	<p>methods for inquiry and research</p> <p>-reconsider personal assumptions based on new information and ideas</p> <p>-analyse material and visual evidence during research</p> <p>-compare diverse perspectives and interpretations in the media and other information sources</p> <p>(POS: SS Program Front matter Overview pg 64-68)</p>	<p>to understand their perspectives</p> <p>-use language that is respectful of human diversity</p> <p>-express informed and reasoned opinions</p> <p>-elicit, clarify, and respond to questions, ideas and diverse points of view in discussions</p> <p>(POS: SS Program Front matter Overview pg 64-68)</p>	<p>ideals in Canadian society</p> <p>-value their democratic responsibilities and right</p> <p>-be willing to engage in respectful discussions surrounding identity and citizenship</p> <p>-value the unique perspectives of others</p> <p>(POS: SS Program Front matter Overview pg 64-68)</p>	<p>record information in a variety of formats and reference sources appropriately</p> <p>-select and use appropriate tools and technologies to accomplish tasks</p> <p>-select information from a variety of oral, visual, material, print or electronic sources, including primary and secondary sources</p> <p>(POS: SS Program Front matter Overview pg 64-68)</p>	<p>in pairs with a short write up exploring one of the current issues facing First Nations, Metis, and Inuit peoples and Canada. Students will be asked to answer the question Why should this issue matter to all Canadians?</p> <p>-Ongoing journal entry's allowing for ongoing personal reflection and assessment.</p>	<p><u>Outcomes:</u></p> <p>- describe how the differences in perception of land, wealth, and ownership affected the interaction of Aboriginal peoples</p> <p>-demonstrate awareness of key Metis individuals and events in the history of the Metis</p> <p>-demonstrate understanding of how the original Indian Act has affected Aboriginal peoples across Canada</p> <p>-Demonstrate awareness of the intent of the Royal Commission on Aboriginal Peoples</p> <p>-demonstrate awareness of Bill C-31, an Act to Amend the Indian Act and effect that it has had on Aboriginal peoples</p> <p>-demonstrate</p>
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							awareness of treaties signed with Aboriginal people of Manitoba (POS: Integrating Aboriginal Perspectives into Curricula pg 28-42)
<p>Unit 4: Image and Identity (Cluster 1), Indigenous Peoples and the World (Cluster 4)</p> <p>Pedagogical approach: Traditions: a) Cultural Products (Focus) b) Stories/Myths c) Relational Practices</p> <p>Synopsis: Students will build on information acquired from the previous units. The knowledge acquired from previous units will provide the foundations required to enter this uniquely</p>	<p><u>Big Questions Targeted:</u> Why is the preservation of Indigenous cultures vital for both Indigenous and other citizens of contemporary Canada?</p> <p>Content Knowledge:</p> <p>- understanding of community and the role each member plays individual and collectively</p> <p>- understanding of different cultural products used in different Indigenous communities in Canada and</p>	<p>-collective and individual generation of ideas</p> <p>-identifying personal bias and preferences</p> <p>-examining cause and effect relationships</p> <p>-plan topics, goals and methods for inquiry and research</p> <p>-Analyze the context of events, accounts, ideas and interpretations</p> <p>-Analyze material and visual evidence</p>	<p>-Listen to others to understand their perspectives</p> <p>-use language that is respectful of human diversity</p> <p>-express informed and reasoned opinions</p> <p>-elicit, clarify, and respond to questions, ideas and diverse points of view in discussions</p> <p>(POS: SS Program Front matter Overview pg 64-68)</p>	<p>- work in cooperative ways to achieve common goals.</p> <p>-be able to engage in debates and discussions about difficult topics relating to identity and citizenship</p> <p>-practice respectful conflict resolution skills</p> <p>-practice respectful negotiation skills</p> <p>(POS: SS Program Front matter Overview pg 64-68)</p>	<p>-organize and record information in a variety of formats and reference sources appropriately</p> <p>-select and use appropriate tools and technologies to accomplish tasks</p> <p>-select information from a variety of oral, visual, material, print or electronic sources, including primary and secondary sources</p>	<p>Role Play and Simulation</p> <p>Development of Cultural Project and Relational Traditions</p> <p>Ongoing Journal Entries</p>	<p><u>Aboriginal Perspective Outcomes:</u></p> <p>-demonstrate knowledge of a variety of traditional Aboriginal Technologies</p> <p>-analyze the design of traditional Aboriginal tools and shelters considering available natural resources</p> <p>-describe the role of tradition music in Aboriginal societies</p> <p>-demonstrate awareness of Aboriginal people involved in the music industry</p>

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<p>structured unit. The idea behind this unit is to embark on a journey of transmitting traditions through community building using role play. The role play will center around developing and trading cultural products and social traditions. The role play will allow for students to experience the importance preserving traditions. The unit will include two simulations where students will need to trade traditions in order to preserve their communities distinct culture.</p> <p>Goals:</p> <p>Honouring traditions while creating new ways of seeing, doing, and</p>	<p>throughout the world</p> <p>-basic understanding of what a cultural product is according to the Canadian Government</p> <p>-understanding that all cultures have traditions</p>	<p>during research</p> <p>-Compare diverse perspectives and interpretations of other cultures traditions.</p> <p>(POS: SS Program Front matter Overview pg 64-68)</p>			<p>(POS: SS Program Front matter Overview pg 64-68)</p>		<p>-identify traditional Aboriginal music</p> <p>-demonstrate understanding of the importance of respect in Aboriginal cultures</p> <p>-demonstrate awareness of ways in which local Aboriginal communities maintain a connection to traditional values</p> <p>-demonstrate awareness of the importance of family and community in the identity of many Aboriginal peoples</p> <p>-demonstrate awareness of the teaching found in traditional Aboriginal stories</p> <p>-demonstrate awareness of Aboriginal actors, writers, playwrights and dancers</p>
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<p>celebrating.</p> <p>Begin to develop an understanding of the importance social roles play in maintaining, transmitting, and receiving traditions.</p> <p>Understand the importance cultural products play in defining and maintaining communities traditions and identities.</p> <p>Begin to understand the importance of preserving Indigenous culture within in Canada through experiential means and inquiry.</p>							<ul style="list-style-type: none"> -demonstrate understanding of a social, cultural, or political issue that affects Aboriginal peoples -demonstrate awareness of the importance of the preservation and transmission of cultural identity -describe an innovation, traditionally used by Aboriginal people of Manitoba, from each of the following categories: transportation shelter, hunting, gathering, and preparing food, making garments -demonstrate awareness of the effects of stereotypes on individuals and culture -demonstrate
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							<p>understanding of the vital role of Elders in Aboriginal cultures.</p> <p>(POS: Integrating Aboriginal Perspectives into Curricula pg 28-42)</p>
<p>Unit 5: Indigenous Peoples and the World (Cluster 4), A Festival of Learning (Cluster 5)</p> <p>Pedagogical approach: Traditions: a) <i>Cultural Products</i> b) <i>Stories/Myths</i> c) <i>Relational Practices</i></p> <p>Synopsis: Students will work together as a group to share their learning. Students will determine a community based project to address a vision for the future of Indigenous</p>	<p><u>Essential Questions:</u> How do First Nations, Metis and Inuit cultures combine traditions and adaptations to meet the challenges of today and to ensure a better tomorrow?</p> <p><u>Content Knowledge:</u></p> <p>-impacts of social media in bring awareness to the challenges Aboriginal peoples face in Canada</p> <p>-all the acquired knowledge from the previous units</p>	<p>-Plan topics, goals, ad methods for inquiry and research</p> <p>-reconsider personal assumptions based on new information and ideas</p> <p>-analyse material and visual evidence during research</p> <p>-compare diverse perspectives and interpretations in the media and other information sources</p>	<p>-Listen to others to understand their perspectives</p> <p>-use language that is respectful of human diversity</p> <p>-express informed and reasoned opinions</p> <p>-elicit, clarify, and respond to questions, ideas and diverse points of view in discussions</p>	<p>appreciate democratic ideals in Canadian society</p> <p>-value their democratic responsibilities and right</p> <p>-be willing to engage in respectful discussions surrounding identity and citizenship</p> <p>-value the unique perspectives of others</p>	<p>-organize and record information in a variety of formats and reference sources appropriately</p> <p>-select and use appropriate tools and technologies to accomplish tasks</p> <p>-select information from a variety of oral, visual, material, print or electronic sources, including primary and secondary sources</p>	<p>-An Outreach or Community Wide Based Project as a class or in small groups.</p>	<p><u>Aboriginal Perspective Outcomes:</u></p> <p>-demonstrate understanding of a social, cultural, or political issue that affects Aboriginal people</p> <p>- demonstrate awareness of the effects of stereotypes on individuals and cultures</p> <p>-demonstrate awareness of the importance of family and community in the identity of many Aboriginal people</p> <p>-demonstrate understanding of the importance of</p>

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<p>people based on their prior learning.</p> <p>Goals: Honouring traditions while creating new ways of seeing, doing, and celebrating.</p> <p>Discover ways to help support Aboriginal communities in preserving their culture.</p> <p>Collaborate in raising awareness and imagining solutions for some of the challenges facing First Nation, Metis and Inuit communities.</p>							<p>respect in Aboriginal cultures</p> <p>-describe how not being allowed to speak in their own language affected individuals, families, communities and Aboriginal peoples as a whole</p> <p>(POS: Integrating Aboriginal Perspectives into Curricula pg 28-42)</p>
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All Essential Questions were taken directly from the Grade 12 Program of Studies: *Current topics in First Nations, Metis and Inuit Studies*:

http://www.edu.gov.mb.ca/k12/abedu/foundation_gr12/index.html

Integrating Aboriginal Perspectives into Curricula - http://www.edu.gov.mb.ca/k12/docs/policy/abpersp/ab_persp.pdf

Social Studies Program of Studies Front Matter Reference Grade 9- http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr9/document.pdf

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