**Native Education**

* Aboriginal Studies 10-20-30
* Native Content and *connection* to Social Studies

**What is it?**

Native Studies consists of the study of aboriginals around the globe. A specific program of study exists for grades 10, 11, and 12. There is a relationship between Native content and the social studies curriculum from K-9 in the Program of Studies.

**Aboriginal Studies 10-20-30**

Program Rationale and Philosophy

Aboriginal studies is based on the historic, and honored cultures of Aboriginal people across the world (as well as their connection to the land).  Students are anticipated to know that Aboriginal cultures encompass unique traditions, languages, as well as spirituality, understanding all things are related.   The Program of studies has been designed to enhance students’ understanding and reflect a perspective that integrates the past, present, and future of Aboriginal peoples.  The program of studies helps to build Aboriginal students’ pride in their cultural heritage, while increasing awareness, appreciation and understanding of the rich and long-lasting history, culture and contributions of Aboriginal peoples as an integral/fundamental part of our society.

Program Layout

The Aboriginal program of studies is broken down into 10-20-30 grade levels.  There are 12 themes overall in the program of studies broken down into 4 per grade level.  Each theme has an associated general outcome supported by lists of related concepts.  Specific outcomes are employed to define the specific content of each theme and are further enhanced by examples.

Native American Studies connects with the Social Studies curriculum, beginning in Grade 1 and ending in Grade 9. It is not divided into theme as aboriginal studies is, but has a General Learning Outcome and Specific Learning Outcome which will help guide in the overall Outcome for the Program of Studies

Aboriginal Studies 10

* **Theme 1: Origin and settlement patterns.**
  + **GLO**: Students will demonstrate an understanding of the diverse cultural characteristics, origins, and migration and settlement patterns of Aboriginal peoples.
  + **Related Concepts**: perspective, theory, origin, migration, oral tradition, legends, stories, linguistic groups, cultural groups, traditional territories, cultural diversity, cultural environment, circular seasonal time frames, Métis, Métis settlements, mutual support, mainstream society, colonial governance.
* **Example SLO**: 6. 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.
  + research traditional Aboriginal governance and characteristics of organization; e.g., clans, families, bands, leaders/chiefs, councils of leaders/chiefs, leader/chief of council
  + analyze that economic prosperity came through trade and early European contact
* **Theme 2: Aboriginal World Views**
  + **GLO:** *Students will* demonstrate an understanding of aspects of Aboriginal spirituality and worldviews.
  + **Related Concepts:** values, spirituality, worldviews, harmony, unity, oral tradition, cycle of life, ceremonies, religions, animate, inanimate.
  + **Sample SLO:** Examine how inanimate and animate object are interrelated and respected in Aboriginal Culture
* **Theme 3: Political and Economic Organization**
  + **GLO:** Students will demonstrate an understanding of the political and economic organization of Aboriginal peoples.
  + **Related Concepts:** adaptation, interdependence, economy, economic partnership, entrepreneurship, community initiatives, alliances.
  + **Sample SLO:** demonstrate an understanding of the historical, political and economic organizations of the First Nations, Metis and Inuit
* **Theme 4: Aboriginal Symbolism and Expression**
  + **GLO:** *Students will* demonstrate an understanding of Aboriginal art forms, oral tradition and literature.
  + **Related Concepts:** cultural transmission, values, beliefs, symbolism, analogy, diversity, cultural expression, holistic, integration, interpersonal relationships.
  + **Sample SLO:** explore the lives, experiences and values of Aboriginal authors through their writings

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* **Theme 1: The Metis: Conflict and Cultural Change** 
  + **GLO:** *Students will* demonstrate an understanding of the Métis roles in the settlement of Western Canada.
  + **Related Concepts:** government definition of Métis Nation, family structure, cultural mixing, conflict, power, authority, negotiation, common grounds, “scrip,” armed conflict, rights, institutions, resistance, rebellion.
  + **SAMPLE SLO:** demonstrate an understanding of the emergence of the Métis and how they evolved into a new Aboriginal culture in Canada:
    - develop an understanding of the term “Métis” by discussing its past and present meanings
* **Theme 2: Treaties and Cultural Change** 
  + **GLO:** *Students will* demonstrate an understanding of the effects of treaty relationships between Frist Nations People and the Government of Canada.
  + **Related Concepts:** sovereignty, treaties, reserves, rights, decision making, paternalism, protectionism, diversity, inherent rights, sovereign rights, self-government, self-determination, tradition, ceded lands, crown land.
  + **Sample SLO:** Analyze how Britain recognized First Nations sovereignty
* **Theme 3: Legislation, Policies and Cultural Change** 
  + **GLO:** Students will demonstrate an understanding of the effects of government policies, legislation and practices on Aboriginal cultures and peoples.
  + **Related Concepts:** legislation, imperialism, colonization, values, migration, displacement, reserves, exploitation, assimilation, isolation, alienation, stereotyping, racism, socio-economic position, self-reliance, self-sufficiency, economy.
  + **Sample SLO:** Identify the differences between French and British government policies affecting aboriginal peoples , and evaluate the impact of those policies on Aboriginal peoples
* **Theme 4: Schooling and Cultural Change** 
  + **GLO:** *Students will* demonstrate an understanding of how federal government policies affected the socialization process of traditional Aboriginal education.
  + **Related Concepts:**  formal education, cultural identity, socialization, cultural transmission, integration, cultural evolution, religion, band-operated schools.
* **Specific Learner Outcome Example:** 
  + **Theme 4: Schooling and Cultural Change**
  + **SLO:** demonstrate an understanding of the impact of residential schools on Aboriginal children:
    - describe the federal government’s purpose for establishing residential schools analyze the mandate of a residential school; *e.g., locations, administration, curriculum* research and report on the curriculum in residential schools:
      * + language of instruction
        + religious instruction
        + curriculum content
* examine and report on the outcomes and effects of the residential school policies and practices on Aboriginal students and their parents

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* **Theme 1: Aboriginal Rights and Self-Government**
  + **GLO:** Students will demonstrate and understanding that Canadian Aboriginal peoples have an inherent right to self-government and self-determination.
  + **Related Concepts:** oral tradition, confederacy, treaties, nation, constitutional rights and freedoms, self-government, self-determination, sovereignty, inherent rights, government, interdependence.
  + **Sample SLO:** examine the Aboriginal oral tradition and appreciate the ability and skill required to transmit history
* **Theme 2: Aboriginal Land Claims**
  + **GLO:** Students will demonstrate an understanding of Aboriginal land rights, entitlement and current land claim negotiations with the Government of Canada.
  + **Related Concepts:**land claims, self-determination, property rights, diversity, inherent rights, sovereign rights, ceded land, land claims, task force, economic stability, non-status Indians.
  + **Sample SLO:** discuss ancestral trails, hunting territories and technology of First Nations and Metis
* **Theme 3: Aboriginal Peoples in Canadian Society** 
  + **GLO:** Students will demonstrate an understanding of the impact of colonialism experienced by Aboriginal peoples in Alberta and Canada.
  + **Related Concepts**: rural, urban, migration, racism, prejudice, discrimination, stereotypes, leadership, reverse discrimination, empathy, cultural bias, subtle/blatant, privilege/non-privilege, overt/covert, conscious/unconscious, self-determination, agreements.
  + **Sample SLO**: Identify the reasons why Aboriginal peoples have migrated to urban areas
* **Theme 4: Aboriginal World Issues** 
  + **GLO:** Student will demonstrate that indigenous peoples around the world face common issues in their history, geography, politics, economics and culture.
  + **Related Concepts**: *Students will* demonstrate an understanding that indigenous peoples around the world face common issues in their history, geography, politics, economics, education and culture.
  + **Sample SLO**: define ethnocentrism, and describe examples of it in education , government, economics and literature in Australia, Canada, Russia and USA

**Social Studies K-12**

**Program Rationale and Philosophy**

Social studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

**Social Studies Connection to Aboriginal Perspective**

* Students must develop an understanding of
  + of Aboriginal perspectives
  + of Aboriginal experiences
  + that Aboriginal students have particular needs and requirements.

**Program Layout**

**Social Studies Grades and GLOs with Specific Native Content**

**Grade 1:**

* **Theme /GLO**: Citizenship: Belonging and connecting
  + **SLO**: My World: home, school, community, moving forward with the past: my family, my history, and My Community

**Grade 2:**

* **Theme/ GLO:** Communities in Canada
  + **SLO**: Canada’s dynamic communities, a community in the past

**Grade 4:**

* **Theme/ GLO:** Alberta: The Land, Histories and Stories
  + **SLO**: Alberta: a sense of the land, the stories, histories, and people of Alberta, Alberta: celebrations and challenges

**Grade 5**:

* **Theme /GLO:** Canada: The Land, Histories and Stories
  + **SLO:** Physical geography of Canada, histories and stories of ways of life in Canada, Canada: shaping identity

**Grade 6:**

* **Theme /GLO:** Democracy: Action and Participation
  + **SLO:** Citizens participating in decision making, historical models of democracy: Iroquois Confederacy

**Grade 7:**

* **Theme/ GLO:** Canada: Origins, Histories and Movement of People
  + **SLO:** Toward confederation, following confederation: Canadian expansions

**Grade 8:**

**-Theme/ GLO:** Worldviews in Conflict: The Spanish and the Aztecs

* + **SLO:** Aztec identity and worldviews are affected by intercultural influences

**Grade 9:**

* **Theme/GLO:** Canada: Opportunities and Challenges
  + **SLO:** Issues for Canadians: governance and rights, issues for Canadians: economic systems in Canada and the United States

Additional Teacher Resources

**Alberta Education Program of Studies- Social Studies**

* <http://education.alberta.ca/teachers/program/socialstudies.aspx>

Alberta Education Program of Studies – Aboriginal Studies

* <http://education.alberta.ca/media/654004/abor102030.pdf>

8th Fire: A Crossroad – Documentary series showcasing the Aboriginal People of Canada

* <http://www.learnalberta.ca/content/coac/movieLauncher.html?movie=smil/the_crossroads.mp4>

[Bill Laferté](http://www.learnalberta.ca/Redirector/Redirect.aspx?url=http://www.learnalberta.ca/content/asevvs/indexVariable.html?asset=SMIL/EMM_Bill_Laferte.smil&footer=footer.swf) – Video discussing the importance of being aware of Aboriginal history

[http://www.learnalberta.ca/content/asevvs/indexVariable.html?asset=SMIL/EMM\_BilL aferte.s](http://www.learnalberta.ca/content/asevvs/indexVariable.html?asset=SMIL/EMM_BilL%09aferte.s)mil&footer=footer.swf

Alberta Education’s FNMI Site:

- http://education.alberta.ca/admin/fnmi.aspx