

**BA Aboriginal Studies 11**

**District Name: Kamloops/Thompson**

**District Number: SD #73**

**Developed by: Twin Rivers Education Centre**

**Date Developed:**

**School Name: Twin Rivers Education Centre**

**Principal's Name:**

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name: Aboriginal Studies 11**

**Category: Other**

**Grade Level: 11**

**Number of Course Credits: 4**

**Number of Hours of Instruction: 120**

**Prerequisite: None**

**Course Synopsis:**

This course is designed to empower Aboriginal students to achieve optimum success in school. It encourages, through a holistic educational approach, a healthy and balanced development of the four aspects of self: intellectual, emotional, physical and spiritual. Students will experience and learn about Aboriginal culture through a variety of practical activities;

**Learning Resources:**

- First Nations: The Circle Unbroken Series (Vol.1-4) (Vol. 5-7)
- Coyote U: Stories and Teachings from the Secwepemc Education Institute
- The First Nations of British Columbia
- Mythic Beings: Spirit Art of the Northwest Coast
- Robes of Power: Totem Poles on Cloth
- Those who Fell From the Sky: A History of the Cowichan Peoples
- We Get Our Living Like Milk from the Land

- Box of Treasurers
- Countercurrents: They Fight for Fish on the Fraser
- Fallen Hero: The Tommy Price Story
- Forgotten Warriors
- For Angela
- My Name is Sepeetza
- The Native Arts Community
- The Potlatch
- Today is a Good Day: Remembering Chief Dan George
- W5 – Seshelt Band
- Shaping the Future: The Treaty Process in BC
- Community Organizations such as the Indian Friendship Centre
- Aboriginal Elders

**Rationale:**

To empower Aboriginal students to achieve optimum success in school, it is essential that they have a sense of pride and self-worth in themselves and their cultural heritage, as well as an appreciation of the need for a formal education.

This course will encourage students to:

- Develop and maintain a sense of self worth, pride and respect for their culture and those different from their own
- Develop pride in personal heritage
- Develop a knowledge base of current issues facing Aboriginal Communities
- Work together as a group to set and achieve goals
- Experience new and old ways
- Have fun

**Organizational Structure**

**Learning Outcomes (Percentage of Time)**

It is expected that the student will: (20%)

- Demonstrate an understanding the concept of the medicine wheel
- Describe and explain their own personal well-being through the medicine wheel
- Nourish all four aspects of self
- Describe and explain traditional values in relation to modern values

It is expected that the student will: (20%)

- Develop interpersonal relationships with others
- Identify and explain the needs of the physical body
- Experience Aboriginal culture through traditional community events
- Analyze and explain the importance of physical health

- Explore the impact of issues such as drug and alcohol abuse within the Aboriginal Community
- Understand and apply the history, symbols, skills, and cultural beliefs through making the crafts of various peoples
- Describe and explain the artistic expressions of different Aboriginal nations
- Participate in discussions, gatherings, talking circles

It is expected that the student will: (20%)

- Develop friendships and interpersonal relationships
- Monitor their personal emotional well-being
- Develop a sense of self-worth, pride and belonging
- Engage actively in discussion about heritage
- Demonstrate an understanding of how culture/heritage relates to modern world
- Examine the value of both formal and informal forms of education
- Compare the differences and similarities between cultures
- Develop a deeper understanding of an aboriginal family until and their family heritage
- Describe and explain conflict resolution through Medicine Wheel teachings
- Demonstrate an appreciation of the importance of humour and laughter in the Aboriginal culture

It is expected that the student will: (20%)

- Analyze similarities and differences in religions and spirituality from a cross-cultural perspective
- Develop a respectful awareness of ceremonies
- Analyze and compare traditional values
- Analyze the impact of the banning of Aboriginal ceremonies
- Explore and share the creation stories of his/her own cultural background
- Identify the similarities and trends of scientific and faith-based theories

It is expected that the student will: (20%)

- Interpret historical events from an Aboriginal perspective
- Analyze the impact of bias and stereotyping
- Experience Aboriginal literature
- Demonstrate an understanding of the positive impact of Aboriginal role models
- Explore the impact of the historic Treaty Process in Canada
- Explore the historic impact of the implementation of Residential Schools

The student will be exposed to a number of learning experiences including:

- Medicine Wheel teachings
- Cultural events
- Research skills

- Critical thinking
- Oral participation
- Guest speakers
- Craft making
- Field trips
- Role models
- Class presentations

**Evaluation:**

Student evaluation is based on the extent to which the student is meeting the learning outcomes. It is done from an Aboriginal perspective on an ongoing basis and includes:

- Developing and maintaining a sense of self worth, pride and respect for their culture and those different from their own
- Developing pride in personal heritage, who they are and where they come from
- Developing a knowledge base of current and historic issues facing Aboriginal Communities
- Working together as a group to set and achieve goals

Assessment methods could include:

- Teacher / support worker observations
- Teacher / support worker conferences
- Instructor assessment of student work
- Self and group evaluation
- Student conferences
- Checklists
- Rubrics
- Rating scales

Performance methods could include:

- Student performance
- Group participation
- Articulation or demonstration of skills and strategies
- Articulation of personal strengths and needs

Details Weighting:

- 80%
- practical application of skills and strategies
- teacher observation
- self evaluations

- group evaluations
- daily work
- oral participation
  
- 20%
- Written assignments
- Oral presentations
- demonstrations