

Subject Area	Grade	Description of the lesson/unit/project	Resources Used
Social Studies	10	BC Blanket - First Nations Governance/Indian Act	BC Blanket Presentation
Socials	11	First Nations Government Presentation - Traditional governance, pre-contact/post contact governance	First Nations Government Presentation
Drama (Ryan)	11	Origin Stories taught and then created by and acted out by students	
SS in French 9/10/11	9,10,11	BC Blanket/FN Governance	
English 9-12	ALL	Short Story lesson with oral emphasis	English First Peoples/Anthology of Canadian Lit./FNESC curriculum
Geology/Earth Science 11/12	11,12	Teaching around red ochre/traditional uses of tumuth	Community resource (Christine Seymour/Chris Kelly)
Foods 9-12	ALL	Traditional Skinning/Preparing of rabbit and then salmon/smoking	Chris Kelly/Colin Jenks
Physics/Math 9-12	ALL	Measurement/Physics	FNESC/Aboriginal Education
Wood/Metal 9-12	ALL	Working on building a small outdoor smoker for Salmon	Don Johansson/Jason Skelton
Socials 11	11	Class discussion around Senator Beyak's Residential School comments	Just me:)
French (FSL)	9	Looking onto French oral stories (written)	Hoping to use the Giving Tree in Michif
French	ALL	UBC FN website/Government presentation/BC Blanket/Ledger Presentation	
PE - 9-12	ALL	Lacrosse for Aboriginal Film Festival week	Sam Seward - Aboriginal Lacrosse Coach
Chemistry 9-12	ALL	Brain tanning rabbit hide from Colin's class	Elders. Not sure about this one yet
Biology	ALL	Ethnobotany Walk	Presenter from the Aboriginal Centre
Science 9-12	ALL	Scientific Method	Perry Smith
Info Tech 9	9	Android App Development - students create an app which pronounces then translates Halq'eméylem words into English, and displays a Stó:lō image.	Libby Zapanta, a good site she recommended: <a href="http://www.firstvoices.com">www.firstvoices.com</a> , computer lab, App Inventor 2, learn34 accounts.
FRAL	9	Pour Angela (film) - Stereotypes/Racism/Prejudice/Discrimination	Pour Angela & Teacher Guide and Resources (ONF)
FRAL	10	Au pays de Riel - Analysing the repercussions of intolerance and racism	Au pays de Riel (ONF) - Teacher Guide & Resources
Science 9	9	Indigenous Approaches to the modern Scientific Method	Elizabeth Zapanta & CORE
English 10 ELL	10	conflict - follow up (Residential Schools presentation) Orange Shirt Day - Sts will learn more about Residential Schools, negative connotation (vocabulary), conflict in their lives (past and present), make connections with the word "assimilation"	in school presentation, ESL Library (lesson on Residential Schools)
FSL (French Second Language)	9	Stories Totems Tell : Students watch a short videoclip about totems as a traditional way of telling stories. Students then design a "celebration pole" to show the world who they are using symbolic images. Students record their stories using an iPad and then share their stories and poles in a gallery walk.	Indigenous and Northern Affairs Canada website

			<p>YouTube:  <a href="http://www.bing.com/videos/search?q=douglas+cardinal+architect+biography&amp;&amp;view=detail&amp;mid=283421ADA37059DE41DD283421ADA37059DE41DD&amp;FORM=VRDGAR">http://www.bing.com/videos/search?q=douglas+cardinal+architect+biography&amp;&amp;view=detail&amp;mid=283421ADA37059DE41DD283421ADA37059DE41DD&amp;FORM=VRDGAR</a></p> <p><a href="http://www.bing.com/videos/search?q=douglas+cardinal+architecture&amp;&amp;view=detail&amp;mid=4CE4E7BF8F100FC806294CE4E7BF8F100FC80629&amp;FORM=VRDGAR">http://www.bing.com/videos/search?q=douglas+cardinal+architecture&amp;&amp;view=detail&amp;mid=4CE4E7BF8F100FC806294CE4E7BF8F100FC80629&amp;FORM=VRDGAR</a></p>
Drafting: Architectural Design	11	Celebrating Canadian Indigenous Architect Douglas Cardinal	
Ceramics	11	Using indigenous words in clay stepping stones and rocks.	Indigenous translator
Ceramics	11	Using indigenous words in clay stepping stones and rocks for the Aboriginal Garden	Indigenous translator via Michelle Schroeder
Art	9	Critique of Aboriginal artist works	Variety of online resources
Ceramics	12	Using indigenous words on clay stepping stones and rocks for the Aboriginal Garden	Indigenous translator via Michelle Schroeder
Law	12	2 session lesson on residential schools as we look at incidents of discrimination and charter infractions in Canada's legal history.	Libby Zapanta, Michelle Schroeder, Workshop, Youtube video.
Boys Club	12	A look at First Nations survival in the wilderness techniques, winter camping trip	Libby Zapanta, Youtube
Peer Tutoring 11/12	12	Salish Blanket Weaving and History	Frieda George, loom, wool, pictures, and books brought by Frieda
Woodwork 9-11	9	Bentwood Cedar Box- History and Cultural Importance/Woods used and Techniques	Carver Isadore will help guide students through the process of constructing a cedar Bentwood Box.
English 10	10	Racism discussion in Novel study, relating To Kill a Mockingbird to Aboriginal issues/discrimination	-Libby came in a led a discussion -Stereotypes video - <a href="https://vimeo.com/32640901">https://vimeo.com/32640901</a> -circle seating and talking stick
Social Studies	9	First Nations group project where students research one group on particular and communicate their findings to the class followed by a Q&A	Textbook plus 3 additional online sources
Social Studies	10	Examine logos in sports and then have a discussion / paragraph if students think the use of the logo is racist	Wikipedia and other online sources.
English 9	9	Both of my Grade 9 English Classes visited Mrs. George in the library and discussed her weaving. We focused on the symbolism within the tapestry and discussed the cultural significance of the various pictures.	Local weaver.
Strength & Conditioning 10/11/12	12	Sam Seward--guest speaker--history of lacrosse with Indigenous peoples	
Vinyl Graphics 11 /12	11	Coast Salish Graphic Art Assignment	Research on Coast Salish art, symbolism of the characters and their meaning
Drama	9	All drama classes watched "Memere Metisse" and developed a dramatic response to the ideas/themes of the film.	Memere Metisse movie on vimeo.
AWM 10	10	One lesson:- Students played the game of Slahal: a guessing game that has been played for hundreds of years in many BC First Nations. Data was generated by keeping track of both the guessing and the outcomes for the analysis. Students used different strategies to play the game involving the probability of independent events. Learning outcome: B1. Analyze puzzles and games that involve spatial reasoning, using problem-solving strategies.	Mamele'awt Community Aboriginal Centre - SD 34
Drama 10	10	Dramatic Response	Raven Stole the Sun Presentation on May 7.

Acting 12	12	Dramatic Response	Raven Stole the Sun Presentation on May 7.
TVFilm 11/12	12	Class discussion in response to Play	Raven Stole the Sun Presentation on May 7.
Foods	9	Skinning Rabbit and its preparation in relation to the Metis community	rabbits
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Econ 12	12	Private Land Ownership - Nisga'a Nation	<a href="http://www.cbc.ca/news/canada/british-columbia/b-c-s-nisga-a-becomes-only-first-nation-to-privatize-land-1.2355794">http://www.cbc.ca/news/canada/british-columbia/b-c-s-nisga-a-becomes-only-first-nation-to-privatize-land-1.2355794</a>
Socials Studies	10	First Nations Blanket activity and First Nations government	Mrs. Zapanta, script, blankets etc.
Ceramics 11	11	Students designed clay stones and stepping stones with Halq'uemeylum words and English translation carved into surface. They will be used for the Aboriginal Garden	First Voices Website and help from Mouat's Aboriginal teachers
Ceramics 12	12	Students made clay stones and stepping stones with Halq'emeylem words and English Translation carved into the surface for the Mouat Aboriginal Garden	First Voices Website and Mouat Aboriginal teachers
Art 9	9	Art critique of Aboriginal Artist, Michael Nicoll Yahgulanaas	Youtube video on Michael Nicoll Yahgulanaas, Red
English 9	9	Stolo Poetry and Origin Stories	Book of Stolo poems and audio recording
Drafting 12: Architecture	12	Indigenous Architect Douglas Cardinal/Canadian Projects/ Surviving Residential Schools/ Unceded: Venice Architecture Biennale	<a href="http://www.bing.com/videos/search?q=douglas+cardinal+architecture&amp;view=detail&amp;mid=4CE4E7BF8F100FC806294CE4E7BF8F100FC80629&amp;FORM=VRDGAR">http://www.bing.com/videos/search?q=douglas+cardinal+architecture&amp;view=detail&amp;mid=4CE4E7BF8F100FC806294CE4E7BF8F100FC80629&amp;FORM=VRDGAR</a> <a href="https://en.wikipedia.org/wiki/Douglas_Cardinal">https://en.wikipedia.org/wiki/Douglas_Cardinal</a> <a href="http://canadacouncil.ca/press/2017/09/indigenous-design-unceded">http://canadacouncil.ca/press/2017/09/indigenous-design-unceded</a>
English	9	English 9 Short Story unit using Indigenous short stories	various works by Aboriginal authors
English	9	Classroom lesson/discussion around significance of storytelling and oral tradition	classroom novel
English - all grades	ALL	Communication with UFV English professor - helped guide Eng. dept on expanding Aboriginal resources	
PE - various grades	ALL	Full day Metis jiggers and fiddlers in taught the PE classes how to dance traditional Metis jigging.	
Psychology	11	We spent time reading stories of survivors of Residential schools on a specific website. Then we returned to class and did a sharing circle based on our response to the stories we read. The students also reflected on how trauma like the survivors experienced may have psychological impact.	<a href="http://www.wherethechildren.ca">www.wherethechildren.ca</a>
Planification	10	We discussed wellness as a holistic idea using the Aboriginal Medicine Wheel as an example of a holistic perspective. Students could write a reflection based on how "well" they feel in each of the four areas - mental, physical, spiritual and emotional. You can also discuss the symbolism/significance of the medicine wheel, the colours, the circle, etc.	<a href="http://ojibweresources.weebly.com/medicine-wheel.html">http://ojibweresources.weebly.com/medicine-wheel.html</a>

Math 9	9	<p>The big idea of this project is to:</p> <ul style="list-style-type: none"> <li>•Determine points on a Cartesian plane</li> <li>•Provide and determine at least 3 linear equations using table of values.</li> <li>•Use coordinate geometry to create an indigenous image</li> <li>•Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts.</li> <li>•Integrate how the meaning of the image may symbolize with you as an individual.</li> </ul>	<p>Desmos online graphing software:  <a href="https://www.desmos.com/calculator">https://www.desmos.com/calculator</a>  Whistler/Squamish symbology:  <a href="https://shop.slcc.ca/legends-symbology/">https://shop.slcc.ca/legends-symbology/</a>  Aboriginal images and symbols:  <a href="https://www.legendsofamerica.com/na-totems/">https://www.legendsofamerica.com/na-totems/</a>  Pacific Northwest descriptions:  <a href="http://www.batstar.com/first-nations-animal-descriptions/">http://www.batstar.com/first-nations-animal-descriptions/</a></p>
Social Studies	10	<p>Aboriginal struggles in Canadian unity - researching educational issues, residential schools, Royal Commission on Aboriginal people</p>	<p>textbook and numerous online resources</p>
Social Studies	10	<p>Final Exam (Group) Project: The Fight for Human Rights vs. Residential Schools. Students answered the following central question using an on-line visual medium of their choice: In light of the 1948 U.N. Declaration of Human Rights, how did Canadian governments violate the rights of aboriginal children with the residential school system and how did indigenous Canadians fight back for justice, truth, and reconciliation? Groups presented their researched findings during Assessment Week.</p>	<p>Google Slides; Google Classroom; 1948 U.N. Declaration of Human Rights; various Wikipedia pages (for researching "fight back" people); Excellence In Writing workshop materials (for learning how to take notes); DVD: Truth and Reconciliation: The Legacy of Residential Schools in Canada (2016); Book: They Came for the Children: Canada, Aboriginal Peoples, and Residential Schools (2012); Book: Indian Residential Schools &amp; Reconciliation: Teacher Resource Guide 10 (2015); Book: You Are Asked to Witness: the Stó:lō in Canada's Pacific Coast History (2000); Book: Counterpoints: Exploring Canadian Issues (2010); YouTube video: Canadian History and the Indian Residential School System (2014).</p>
English	11	<p>Short Story analysis of "Totem" by First Nations author Thomas King.</p>	

<p>Science</p>	<p>10</p>	<p>Indigenous Studies Activity: Medicinal and Sustaining Plants</p> <p>Driving Question: "How are plants used by First Peoples in BC"</p> <p>Background:          "Indigenous peoples collectively have used over a thousand different plants for food, medicine, materials, and in cultural rituals and mythology. Many of these species, ranging from algae to conifers and flowering plants, remain important in today's indigenous communities. This knowledge of plants and their uses has allowed Aboriginal peoples to thrive in Canada's diverse environments. Many traditional uses of plants have evolved to be used in modern life by indigenous and non-indigenous peoples alike."          Ref:  <a href="http://www.thecanadianencyclopedia.ca/en/article/plants-native-uses/">http://www.thecanadianencyclopedia.ca/en/article/plants-native-uses/</a></p> <p>Activity:          We will identify, classify and categorize select local species of fauna from a First Peoples perspective using a research and reflective process of:</p> <ul style="list-style-type: none"> <li>•Environment - how everything is connected to everything</li> <li>•Engage (Purpose) – why</li> <li>•Explore (Hypothesis) – what are the possibilities</li> <li>•Elder - Sharing and teaching traditional knowledge, connecting the science</li> <li>•Explain (Procedure) – tell how it is done</li> </ul>	<p><a href="http://www.thecanadianencyclopedia.ca/en/article/plants-native-uses/">http://www.thecanadianencyclopedia.ca/en/article/plants-native-uses/</a>  <a href="http://www.fnesc.ca/wp/wp-content/uploads/2015/08/PUBLICATION-61496-Science-First-Peoples-2016-Full-F-WEB.pdf">http://www.fnesc.ca/wp/wp-content/uploads/2015/08/PUBLICATION-61496-Science-First-Peoples-2016-Full-F-WEB.pdf</a>          WJM Campus          What students "bring" to the classroom. (Story, Previous knowledge &amp; experience)          Elders - Invited guest speakers.</p>
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