**Bonar Law Memorial High School**

**Indigenous Studies 120 Course Outline**

**Semester 1, Period 4**

**Ms. Clair:** [**Katrina.clair@nbed.nb.ca**](mailto:Katrina.clair@nbed.nb.ca)

**Room 202**

**Course Description:**

Indigenous Studies 120 provides students with the opportunity to learn about Wabanaki cultures, history and contributions prior to European contact. Students will also learn about Canada’s shameful legacy of colonization and genocide. Topics covered include, indigenous worldviews, Wabanaki legends, arrival of Europeans, treaties, residential schools and the Indian Act. This course also asks students to take part as leaders in reconciliation.

**Materials:**

Please be sure to bring a notebook, highlighters, pens, pencils, erasers, a laptop, a growth mindset and life experience!

**Assessment:**

Indigenous Perspectives 25%

Wabanaki Societies 35%

Indigenous/Non-Indigenous Relations 20%

Indigenous Advocacy for Social Change 30%

***BLMS LATE ASSIGNMENT POLICY:***

-    To get full marks, assignments need to be handed in by the assigned due date.

-    For every date late, after the assignment due date, 10% will be deducted from the mark (up to a maximum of 40%).  Weekends count as one day.

-    If a student is absent on a due date, a written excuse from a parent or guardian must be presented upon the student’s return, or the late-day deductions will apply.

-    A student’s mark cannot be lower than 60% given that the student deserves a passing grade on the assignment to begin with.  Any work getting a mark of less than 60% will receive that grade.

-    In order to be graded, all work must be handed in no later than 2 weeks after the given due date of the assignment. Term marks are final.

**Students will be assessed on their ability to meet the following curriculum outcomes:**

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| **GCO 1** Students will apply their knowledge of worldview to understand Indigenous perspectives. |
| **1.1** Students will use the seven elements of worldview to examine their own worldview.  **1.2** Students will be able to identify biases.  **1.3** Students will summarize the components of oral traditions.  **1.4** Students will explore the significance of stories to Indigenous worldviews.  **1.5** Students will describe the importance placed on interdependence within the natural world. |
| **GCO 2** Students will investigate the history and culture of Wabanaki societies. |
| **2.1** Students will identify and investigate traditional Wabanaki territories and their governance prior to European colonization.  **2.2** Students will demonstrate an understanding of social relationships within Wabanaki societies and the importance of the roles of Elders.  **2.3** Students will research aspects of the organization of Mi’kmaq, Wolastoqey, and Peskotomuhkati societies.  **2.4** Students will examine the Wabanaki territories and how this has shaped social relationships and identity, and informed resource management and land stewardship. |
| **GCO 3** Students will examine the relationship of Indigenous peoples to non-Indigenous peoples in New Brunswick and in Canada. |
| **3.1** Students will examine the period of initial contact with Europeans.  **3.2** Students will apply their understanding of the sacred treaty-making process to the Peace and Friendship Treaties made in agreement with Europeans.  **3.3** Students will examine the intent of discriminatory legislation and the role of education to undermine family and social structure, and to destroy Indigenous languages and cultures through the Indian Residential Schools and by other means.  **3.4** Students will examine experiences and policies pertaining to Indigenous peoples during periods of global conflict and evaluate impacts.  **3.5** Students will analyze current Indigenous and non-Indigenous relations. |
| **GCO 4** Students will recognize the importance of Indigenous advocacy and act as allies for social change. |
| **4.1** Students will investigate significant Indigenous lead movements for social change.  **4.2** Students will describe the tools for systemic and societal change including the national inquiry process.  **4.3** Students will identify local initiatives that are addressing systemic and social inequities in First Nation realities.  **4.4** Students will take action in ways that reflect their learning and context. |