

LOCALLY DEVELOPED COURSE OUTLINE

Indigenous Studies35-5

Submitted By:

Red Deer Catholic Regional Division No. 39

Submitted On:

Jun. 1, 2018

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
35-5	125.00	09/01/2018	01/31/2019	Acquired	Authorization	G10 G11 G12

Course Description

This course introduces the historical, anthropological, sociological, and political science perspectives on the origins and implications of major federal and provincial government policies bearing on Aboriginal peoples. The course analyses, in broad terms, the history of Aboriginal-European relations from the beginning of contact between the two groups to the current time.

The course introduces the principle legal and statutory documents, such as treaties, the Indian Act, the British North America Act of 1867, and the Constitution Act of 1982; all of which form the basis of Canadian state policies towards Indigenous peoples.

In terms of content, the course is divided into three sections as follows:

Section 1: Identity: Social, Political, Psychological, and Legal Consequences

Section 2: Aboriginal Treaties

Section 3: The Metis.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

One of the greatest challenges that students in Alberta face is the process of transitioning from secondary into postsecondary education. The basic tenet of 'Inspiring Education', and 'Setting the Direction' is Inclusion. By providing students the opportunity to investigate postsecondary options and to become familiar with both a postsecondary learning environment and an online learning environment, we are exposing high school students to a blended learning environment, which is essential for 21st century learning. This supports Alberta Education's definition of 21st century learning; "All students are inspired to achieve success and fulfillment as *engaged thinkers* and *ethical citizens* with an *entrepreneurial spirit*."

We define the term student competency as per Friesen (2010): student competency involves the ability to conform the knowledge-action, beyond automation, to the unique context depending on and connected to the specific, given situation worked, thereby promoting transfer to other situations and contexts using internal and external resources such as, prior knowledge, skills, human resources, networks, peers, interests, experiences, attitudes, values and information. Providing opportunities for students to develop bridging skills beyond secondary onto postsecondary is considered mandatory for 21st century learners.

Student Need (formerly: Rationale)

In addition to exposing students to 21st century learning and teaching practices, and, in so doing, facilitating a seamless transition from secondary into postsecondary school, this is also an opportunity to provide academic students with options to develop those self-directed independent characteristics of 21st century learners. Within the context of a rural educational environment there is little or no opportunity to offer international baccalaureate courses or advanced placement courses for students who aspire to do so. This course will challenge and inform students who may be interested in a career in accounting. The advantage of dual credit is obvious. Students receive high school credit upon completion of the course, as well as university credit. Those students who successfully complete this course in high school, will hopefully have the self-confidence and self-direction to successfully transition from secondary into postsecondary education.

Scope and Sequence (formerly: Learner Outcomes)

This course introduces the historical, anthropological, sociological, and political science perspectives on the origins and implications of major federal and provincial government policies bearing on Aboriginal peoples. The course analyses, in broad terms, the history of Aboriginal-European relations from the beginning of contact between the two groups to the current time. The course introduces the principle legal and statutory documents, such as treaties, the Indian Act, the British North America Act of 1867, and the Constitution Act of 1982, that form the basis of Canadian state policies towards Indigenous peoples.

Guiding Questions (formerly: General Outcomes)

- 1 Students will: discuss the anthropological, political, and sociological concepts currently used in academic discussions analyzing contemporary Aboriginal-European relations in Canada.**
- 2 Students will: develop an understanding of the main legal and statutory documents that form the basis of Canadian federal and provincial government policies for Aboriginal peoples.**
- 3 Students will: analyse the impact of Canadian government policies on Aboriginal cultures.**
- 4 Students will: analyse Indian treaties and Aboriginal rights as defined by Aboriginal people and by the Canadian judicial system.**
- 5 Students will: discuss the emergence of the Métis as an Aboriginal ethnic group, and its role in shaping provincial and federal government policies in Canada.**

Learning Outcomes (formerly: Specific Outcomes)

1 Students will: discuss the anthropological, political, and sociological concepts currently used in academic discussions analyzing contemporary Aboriginal-European relations in Canada.	35-5
1.1 Students will review social media sources to assess provincial perceptions of aboriginal/European relations in Alberta.	X
1.2 Students will review social media sources to assess national perceptions of aboriginal/European relations in Canada.	X
1.3 Students will engage one another in discussion and debate on the historical and current state of aboriginal/European relations in Alberta.	X
2 Students will: develop an understanding of the main legal and statutory documents that form the basis of Canadian federal and provincial government policies for Aboriginal peoples.	35-5
2.1 Students will conduct a critical review the Indian Act	X
2.2 Students will gain an understanding of the term 'racial categorization' from an historical and political perspective through a review of the Indian Act	X
2.3 Students will gain an understanding of the term 'Indian Woman' from an historical and political perspective through a review of the Indian Act	X
2.4 Students will gain an understanding of the terminology and vocabulary used to identify aboriginal people; from an historical perspective.	X
3 Students will: analyse the impact of Canadian government policies on Aboriginal cultures.	35-5

3.1 Students will conduct specific online historical research for the purpose of, collecting qualitative data on the impact of provincial and national policies and procedures on aboriginal peoples in Canada	X
3.2 Students will conduct specific online historical research for the purpose of, collecting quantitative data on the impact of provincial and national policies and procedures on aboriginal peoples in Canada	X
3.3 Students will assess provincial and federal policies and practices.	X
3.4 Students will make recommendations for federal and provincial governments on issues dealing with aboriginal affairs	X
3.5 Students will discuss how different contexts affect the meaning of terminology used to describe Aboriginal people in Canada, and how these contexts can change over time.	X
3.6 Students will: analyse the response of Aboriginal leaders and organizations to challenges posed by loss of Aboriginal independence, and by non-Aboriginal governments' attempts to assimilate Indigenous peoples.	X

4 Students will: analyse Indian treaties and Aboriginal rights as defined by Aboriginal people and by the Canadian judicial system.	35-5
4.1 Students will gain an understanding of the historical background and the political significance of aboriginal treaties across Canada.	X
4.2 Students will review and discuss the meaning and definition of treaties.	X
4.3 Students will gain a comprehensive understanding of Numbered treaties in Canada from 1871 - 1923	X
4.4 Students will conduct a critical assessment of the Royal Proclamation of 1763 and the subsequent unnumbered treaties that followed.	X
4.5 Students will analyze treaty terms from the perspective of first nations peoples.	X

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5 Students will: discuss the emergence of the Métis as an Aboriginal ethnic group, and its role in shaping provincial and federal government policies in Canada.	35-5
5.1 Students will understand the origins of the Metis as an aboriginal group, and the significance of the term 'Metis'.	X
5.2 Students will review the role played by aboriginal women in the emergence of the Metis	X
5.3 Students will assess the significance of the Metis as a political entity.	X

Facilities or Equipment

Facility

Regular classroom.

Facilities:

Equipment

No special equipment is required.

Learning and Teaching Resources

Course Materials

Frideres, James S., and René R. Gadacz. *Aboriginal Peoples in Canada: Contemporary Conflicts*, 9th ed. Scarborough: Pearson Education Canada, 2012.

Getty, Ian A. L., and Antoine S. Lussier, eds. *As Long as the Sun Shines and Water Flows: A Reader in Canadian Native Studies*. Vancouver: University of British Columbia Press, 2000.

Peterson, Jacqueline, and Jennifer S. H. Brown, eds. *The New Peoples: Being and Becoming Métis in North America*. Winnipeg: University of Manitoba Press, 1985.

Ponting, J. Rick, ed. *Arduous Journey: Canadian Indians and Decolonization*. Toronto: McClelland and Stewart, 1986.

Canada. *Copy of Treaty No. 6*. Ottawa: Queen's Printer and Controller of Stationery, 1986.

Other Materials

The course materials include a study guide, a student manual, and a reading file.

Sensitive or Controversial Content

All course content has provincial approval at the secondary and post-secondary level. Controversial or sensitive issues will be dealt with as per current protocols in adherence to the documents:

Guide to Education; ECS to Grade 12, Alberta Human Rights Act. Section 11.1, and RDCRS Administrative Procedure 103 - Safe and Caring Learning Environments for Students.

Issue Management Strategy

Health and Safety

All required and standard OH/S protocols are currently in place in all Red Deer Catholic Regional Division schools. No specific safety issues are identified with this course.

Risk Management Strategy

No risk identified.

Statement of Overlap with Existing Programs

This course is being offered as a provincially approved Dual Credit partnership initiative amongst the following groups: Alberta Education, Aspen View Public School Division No. 78, Athabasca University and Xerox Canada. The course was developed by Athabasca University. The course content has not been changed. The delivery mode has been adapted to facilitate secondary and post-secondary bridging and to ensure student success.

There is currently very little overlap with provincial Social Studies programs. The intent of this course is to provide an FNMI perspective as a supplement to the provincial programs of studies.

Student Assessment

Evaluation:

Assignment 1	15%
Assignment 2	20%
Assignment 3	25%
Final Exam	40%
Total	100%

Course Approval Implementation and Evaluation

This course will be monitored and evaluated by:

The respective administration of the school, the teacher of the course and the Associate Superintendent of Inclusion.

The course will be regularly monitored and evaluated to determine alignment with the course, intended outcomes, learning needs and student success.

