

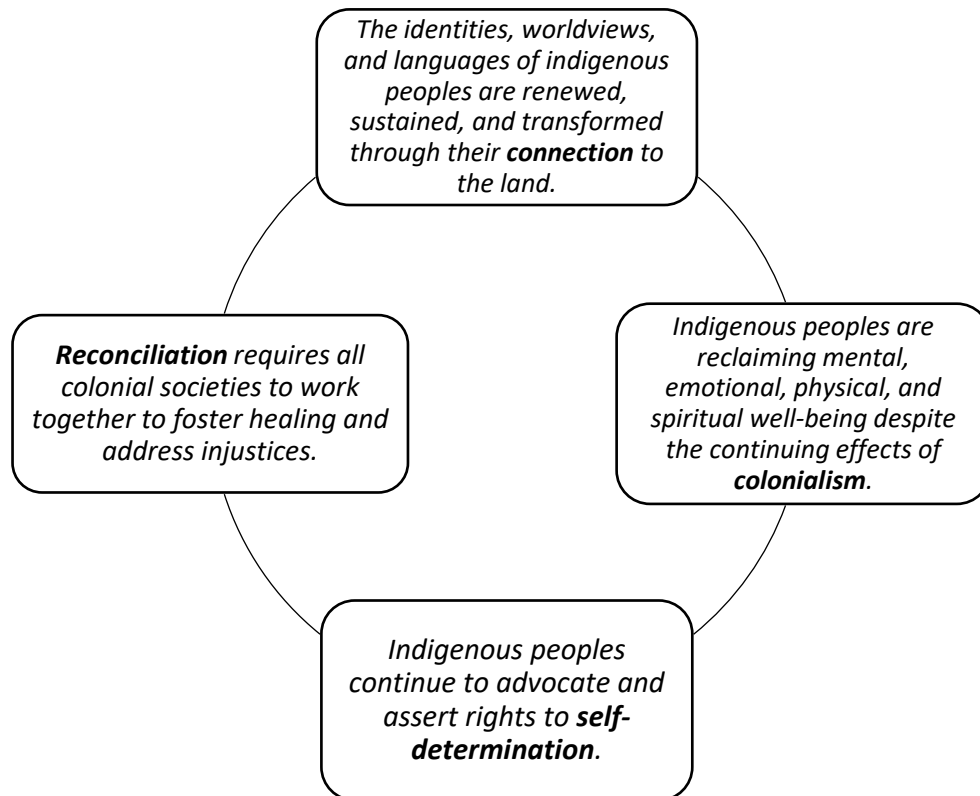
Contemporary Indigenous Studies 12

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Course Overview

Contemporary Indigenous Studies 12 is a dynamic and comprehensive course that delves into the rich and diverse cultures, histories, and contemporary issues facing Indigenous peoples in Canada. This course is designed to provide students with an in-depth understanding of the contributions, resilience, and challenges experienced by Indigenous communities, fostering appreciation for their profound cultural heritage and knowledge.

In addition to this, students will explore the intersection of colonialism and Indigenous Peoples in a global context and function in juxtaposition to the Canadian historical landscape. Colonialism has understandably become an important topic to deconstruct, as students will learn about Indigenous Peoples and culture from around the world. In addition to deconstructing, students will investigate the idea of reconciliation and conceptualize how truth and balance can be restored. Students will engage in critical discussions, exploration of Indigenous perspectives, and examination of key issues to foster meaningful connections and promote reconciliation.



Indigenous Focused Graduation Requirement

Effective the 2023/24 school year, all students working toward a B.C. Certificate of Graduation ("Dogwood Diploma"), in English or French, must successfully complete at least 4 credits in Indigenous-focused coursework. This requirement applies to students in B.C. public, independent, First Nations, and offshore schools.

Why is it important for students to learn about Indigenous perspectives, cultures, and histories?

1. **Respecting Indigenous Rights:** Knowledge of Indigenous perspectives and history helps students understand the importance of upholding Indigenous rights, including land rights, cultural rights, and the right to self-determination. This understanding can lead to more just and inclusive policy-making and societal practices.
2. **Reconciliation:** Understanding Indigenous perspectives, cultures, and history is essential for promoting reconciliation between Indigenous and non-Indigenous peoples. Acknowledging past injustices and learning about the resilience and contributions of Indigenous communities is crucial for building respectful relationships and moving towards a more equitable society.
3. **Cultural Appreciation:** By learning about Indigenous cultures, students can develop a deeper appreciation for the richness and diversity of Indigenous traditions, art, music, languages, and spiritual practices. This cultural appreciation fosters empathy, respect, and a broader understanding of the world's diverse cultures.
4. **Counteracting Stereotypes and Misconceptions:** Education about Indigenous perspectives can challenge and dispel stereotypes and misconceptions that have historically been perpetuated in mainstream society. Accurate knowledge helps in breaking down prejudice and fosters a more inclusive and accepting society.
5. **Understanding Canadian History:** Indigenous history is an integral part of Canadian history. Learning about the relationships between Indigenous peoples and the Canadian government, including the impacts of colonization providing a more comprehensive understanding of the nation's past.
6. **Environmental Stewardship:** Indigenous cultures often have deep connections to the land and natural environment. Learning about Indigenous ecological knowledge and sustainable practices can inspire students to become more environmentally conscious and responsible global citizens.
7. **Contributing to Rebuilding Indigenous Communities:** Educating students about Indigenous histories and contemporary challenges can inspire them to become advocates and allies for Indigenous rights and self-determination. Informed and empathetic individuals are better equipped to contribute positively to efforts aimed at supporting Indigenous communities.

Content

- Review (Socials 9-10)
- Indigenous Peoples of the Americas
- Indigenous Peoples in Africa
- Indigenous Politics
 - Global Land Defence
 - UNDRIP & UNPFII, Geneva Conferences

Grade Breakdown

The breakdown of each student's evaluation will follow the goals of the course. Students will be marked on individual progress and achievement in the following categories:

Category	Weight
Inquiry Project (semester-long)	40%
Written Assignments	30%
Creative Assignments	20%
Graphic Organizers	10%

Proficiency Scale

Many of your assignments/projects will be assessed using the rubric below. Certain assignments may have different rubrics which will be provided with the assignment.

Emerging (+/-)	Developing (+/-)	Proficient (+/-)	Extending (+/-)
<i>The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.</i>	<i>The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.</i>	<i>The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.</i>	<i>The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.</i>
Grades: 60%, 55%, 50%	Grades: 70%, 67%, 63%	Grades: 82%, 78%, 73%	Grades: 95%, 90%, 86%

Classroom Expectations

Respect

Respect for the teacher, classmates, and the classroom community. This means when one person is talking, everyone else is listening. This also means actively contributing to a positive and effective working environment. Your behavior affects the entire classroom community, so please self-regulate and remember that you are expected to remain focused until you are dismissed.

Punctuality and Preparation: Come to class on time, with cell phones off, and all materials ready. Students who are frequently late, or often forget necessary course materials will face consequences.

Missed Work: Any missed tests, quizzes, presentations, or class projects will have to be made up IMMEDIATELY upon your return (unless you make alternative arrangements before returning).

Leaving the School During Class Time: If for any reason (doctor/dentist appointment, vacation, etc.) you need to leave the school during class time, I **MUST** have parent/ guardian/office contact (email, phone call, note) **before** I will allow you to leave. You will also have to sign out at the office. Failure to provide parental contact may lead to awkward consequences.

Washroom Breaks: One student at a time is allowed to use the washroom. Please ask the teacher for permission before leaving. Abuse of the system will lead to loss of privileges.

Personal Electronics: I will give you explicit instructions for when it is appropriate to use a cell phone in class. Otherwise, it is expected that they remain in backpacks, lockers, and pockets (out of sight). Excessive or inappropriate cell phone use will result in a conversation with the teacher, and may also lead to confiscating the device, phoning home, or a referral to administration.

Plagiarism

In recent years I have noticed a large increase in the amount of plagiarized assignments submitted. UBC defines plagiarism as: "using another person's ideas without giving credit" and it is considered intellectual theft. If you submit or present the oral or written work of someone else you are guilty of plagiarism." Copying and pasting, or re-typing sentences/paragraphs from websites, books, or other students is plagiarism. All work submitted should be your own. If you borrow an idea from a website, but change the words to be your own, you should then "cite the source." Please ask me if there is any confusion about this.

If you plagiarize: Depending on the situation, you may have to complete the assignment you were meant to do originally, or you may be given a new (similar) assignment. I will also contact your parents/guardians, the counsellors, and administration. A record of your cheating will be put into your file.