

David Bouchard: Metis – Stories, Flutes and More

Grade 12

CONTEMPORARY INDIGENOUS STUDIES 12 BIG IDEAS

The identities, worldviews, and languages of indigenous peoples are renewed, sustained, and transformed through their connection to the land.

Reconciliation requires all colonial societies to work together to foster healing and address injustices.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none">• Assess and compare the significance of the interconnections between people, places, events, and developments at a particular time and place, and determine what they reveal about issues in the past and present (significance)• Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence)	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• varied identities and worldviews of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land• factors that sustain and challenge the identities and worldviews of indigenous peoples• restoring balance through truth, healing, and reconciliation in Canada and around the world

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12
<https://curriculum.gov.bc.ca/curriculum/social-studies/12/contemporary-indigenous-studies>

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BC FIRST PEOPLES 12 BIG IDEAS

The identities, worldviews, and languages of B.C. First Peoples are renewed, sustained, and transformed through their connection to the land.

Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none">• Using appropriate protocols, interpret a variety of sources, including local stories or oral traditions, and Indigenous ways of knowing (holistic, experiential, reflective, and relational experiences, and memory) to contextualize different events in the past and present (evidence)• Assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development (cause and consequence)• Assess the connectedness or the reciprocal relationship between people and place (cause and consequence)	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• traditional territories of the B.C. First Nations and relationships with the land• role of oral tradition for B.C. First Peoples• impact of historical exchanges of ideas, practices, and materials among local B.C. First Peoples and with non-indigenous peoples

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12

<https://curriculum.gov.bc.ca/curriculum/social-studies/12/bc-first-peoples>

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ARTS EDUCATION (MUSIC: INSTRUMENTAL MUSIC) BIG IDEAS

Music
communicates traditions,
perspectives, worldviews,
and stories.

Instrumental music
offers **aesthetic experiences** that
can transform our perspective.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none">• Identify the qualities of a composition that define its genre• Explore diverse musical genres in performance or study• Explore a variety of contexts and their influences on musical works, including place and time <p>Reason and reflect</p> <ul style="list-style-type: none">• Interpret and evaluate musicians' use of technique, technology, and environment in musical composition and performance, using musical language <p>Connect and expand</p> <ul style="list-style-type: none">• Investigate the relationships between music and personal, social, or cultural change• Make connections in the community through music	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music• contributions of innovative artists from a variety of genres, contexts, periods, and cultures• global and intercultural musicians, movements, and genres• history of a variety of musical genres

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12
<https://curriculum.gov.bc.ca/curriculum/arts-education/12/instrumental-music>

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ENGLISH FIRST PEOPLES - EFP BIG IDEAS

First Peoples texts and **stories** provide insight into key aspects of Canada's past, present, and future.

First Peoples voices and texts play a role within the process of **Reconciliation**.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors• Appreciate and understand how language constructs and reflects personal, social, and cultural identities• Demonstrate understanding of the role of story and oral traditions in expressing First Peoples perspectives, values, beliefs and points of view <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>A wide variety of text forms and genres</p> <p>Common themes in First Peoples literature</p> <p>Reconciliation in Canada</p> <p>First Peoples oral traditions</p> <ul style="list-style-type: none">• purposes of oral texts• the relationship between oral tradition and land/place <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>

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Grade 12

ENGLISH LANGUAGE ARTS - COMPOSITION BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Appreciate and understand how language constructs personal, social, and cultural identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and text genres</p> <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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Grade 12

ENGLISH LANGUAGE ARTS – CREATIVE WRITING BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Understand and appreciate how language constructs personal, social, and cultural identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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ENGLISH LANGUAGE ARTS – ENGLISH STUDIES BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking• Appreciate and understand how language constructs personal, social, and cultural identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Demonstrate appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Reconciliation in Canada</p> <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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ENGLISH LANGUAGE ARTS – LITERARY STUDIES BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Use information for diverse purposes and from a variety of sources• Appreciate and understand how language constructs personal, social, and cultural identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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ENGLISH LANGUAGE ARTS – NEW MEDIA BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Use information for diverse purposes and from a variety of sources• Appreciate and understand how language constructs personal, social, and cultural identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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ENGLISH LANGUAGE ARTS – SPOKEN LANGUAGE BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Use information for diverse purposes and from a variety of sources• Appreciate and understand how language constructs personal, social, and cultural identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Select and apply speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Creative spoken genres</p> <p>Text features and structures</p> <ul style="list-style-type: none">• Oral language features and structures <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>