

## ABORIGINAL INTEGRATION – Grade 5

| Curriculum     | CONTENT/BIG IDEA   | Elaboration   |
|----------------|--|---|
| Social Studies | <b>Aboriginal</b> concept of <b>interconnectedness</b> in the environment  | Everything in the environment is one/connected (ie, sun, sky, plants, animals, and humans)  |
| Arts Ed        | Traditional and contemporary <b>Aboriginal arts</b> and arts-making processes  | Dances, songs, stories and objects created by <b>Aboriginal</b> peoples for use in daily life or to serve a purpose inspired by ceremonies or rituals as part of cultural tradition   |
| Language Arts  | Demonstrate awareness of the <b>oral tradition in First People’s cultures</b> and the <b>purposes of First People’s texts</b>            | <ul style="list-style-type: none"> <li>The means by which culture is transmitted over generations other than through written records among <b>First Peoples</b>: oral tradition may consist of told stories, songs, and other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks in addition to expressing <i>spiritual and emotional truth</i> (ie, by symbol and metaphor), it provides a record of <i>literal truth</i> (ie, about events and situations)</li> <li>Include to teach life lessons and skills, to convey individual and community responsibilities, to share family and community histories, to explain the natural world, to record history, and to map the geography of an area</li> </ul>  |
|                | Identify <b>how story in First People’s cultures connects people to land</b>   | <b>First Peoples’</b> stories were created to explain the landscape, the seasons, and local events  |
| Math           | Draw upon local <b>First Peoples’</b> knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts |   |
| Social Studies | <b>First Peoples’ land ownership and use</b>   | Sample topics: <ul style="list-style-type: none"> <li>Treaties</li> <li>Burial grounds</li> <li>Housing</li> <li>Hunting and fishing</li> <li>Land claims disputes</li> </ul> Key questions: <ul style="list-style-type: none"> <li>How do <b>First Peoples</b> balance economic development with traditional uses of the land?</li> <li>How fair has BC’s treaty process been? Explain your answer.</li> </ul>   |
|                | <b>Levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding</b>            | Some activities: <ul style="list-style-type: none"> <li>Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal</li> <li>Summarize the responsibilities of government (ie, providing and administering services, making laws, collecting and allocating taxes)</li> <li>Through role-play, simulation, or case study, examine the election process (ie, different political parties, voting)</li> </ul> Sample topics <ul style="list-style-type: none"> <li>Key roles within provincial, territorial, and federal governments in Canada (ie, premier, prime minister, MLA, MP, speaker, lieutenant governor, governor general, cabinet, senate, government ministries)</li> <li>Elected and appointed provincial and federal government leaders in Canada (ie, local MLA and MP, local First Nations leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general)</li> </ul> Key question: <ul style="list-style-type: none"> <li>Which level of government has the most effect on your daily life?</li> </ul> |