

Welcome students and parents to Ms. Sadler's class for the 2018-2019 school year!

Course Name: Current Topics in First Nations, Metis and Inuit Studies

Course Description

Grade: 12 (FNS 40S)

A full-credit course intended for Grade 12 students, which examines Indigenous realities within contemporary and historic Canadian and global settings. The course is inclusive of the traditional values and worldviews of First Nations, Métis, and Inuit peoples. The objective of Current Topics in First Nations, Métis, and Inuit Studies is to provide both Indigenous and non-Indigenous students with knowledge of Indigenous cultures and traditions, and to encourage Indigenous students to take pride in the accomplishments of their peoples. This knowledge will enable Indigenous students to participate meaningfully as citizens of their cultural community, of contemporary Canadian society, and as active and engaged global citizens. Non-Indigenous students will become knowledgeable of the worldviews, histories, cultures, and accomplishments of Indigenous peoples, and thus be able to engage in an informed and empathetic manner in debates concerning Indigenous issues at local, national, and global levels.

Unit	Topic	About
1	Image And Identity	Explore contemporary Indigenous issues, their roots in the colonialist history of Canada, and their significance to all Canadians.
2	A Profound Ambivalence: First Nations, Métis, And Inuit Relations With Government	Examine the historic and contemporary relationship between Canadian (and later provincial and territorial) governments and Indigenous peoples. Students examine how the relationship, which began on a nation-to-nation basis, changed over time to reflect colonialist ideals and aims, and how, in the modern era, Indigenous Canadians are attempting to move from colonialism to a post-colonial future through recognition of their Aboriginal and treaty rights.
3	Toward A Just Society	Examine historical and contemporary features of social justice and Indigenous people in the areas of education, health, justice, and economics. Students explore the historic roots of issues in each of these areas and explore their contemporary manifestations.
4	Indigenous Peoples And The World	Explore the histories and contemporary realities of Indigenous peoples and cultures beyond Canada. Students explore the commonalities shared by First Nations, Métis, and Inuit Canadians and Indigenous peoples worldwide. Students examine the effects of colonization on Indigenous populations as well as efforts to meet the challenges imposed by colonization and globalization.
5	A Festival Of Learning	An opportunity to share their learning with classmates, teachers, and others by creating and presenting a project that addresses a vision for the future of Indigenous peoples.

Goals

Current Topics in First Nations, Métis, and Inuit Studies offers all Grade 12 students, both Indigenous and non-Indigenous, an opportunity to:

- enhance their understanding and appreciation of the cultures and traditions, as well as the contemporary realities and aspirations of First Nations, Métis, and Inuit cultures in Manitoba, Canada, and the world
- develop a knowledge of the history of First Nations, Métis, and Inuit peoples in Canada in order to better understand the present
- develop a sense of comfort and confidence in interactions with First Nations, Métis, and Inuit people
- develop an understanding that First Nations, Métis, and Inuit peoples and cultures are an integral part of Canadian society
- recognize the ongoing role of First Nations, Métis, and Inuit peoples in shaping Canadian history and identity
- explore fundamental questions (e.g., Who am I? Where have I come from? Why am I here? Where am I going?).
- further their understanding of the issues facing their communities and cultures
- build upon and extend knowledge of their cultures and traditions
- develop pride in the contributions of their cultures to Canadian society and the world
- build upon and enhance positive self-identity
- function effectively as members of their local, national, and global communities'
- envision their place in the future of their community and country

Evaluation Breakdown

Course work 70%

Research Project..... 30%

Academic Expectations

Due Dates:

- ❖ Assignments are created to be completed during the allotted class time – if a student is away or unable to complete the assignment, it is **their** responsibility to contact me and complete their work in a timely matter.
- ❖ Assignments not submitted by their agreed upon due date will be accepted, but with penalties.

- ❖ Overdue assignments **will not** be accepted once the reporting term has ended and report cards have been sent out.

Failing Grades:

- ❖ If you receive a failing grade on an assignment, you will be given the opportunity to make changes and improve the assignment with guidance from myself and your peers.
- ❖ Parents/guardians will be required to acknowledge and **sign all** assignments in which a student earns 49% or less

Classroom Behavioral Expectations

RESPECT	Respect each other’s bodies, personal space, and belongings. If it does not belong to you, do not touch it! This includes my belongings and supplies!
TRY	Not everyone is equal when it comes to their abilities. My job is to challenge you and help you to grow, so I ask that you try to give your best every day, and that today you are trying to be better than yesterday.
TEAMWORK	We are allies and are here to help each other on the journey through education. Ask one another for help and guidance – you know more than you think!
LANGUAGE	Monitor your language use in this space! You’re human, but have respect for those around you.
SAFE SPACE	I do my best to make this a safe space for all students to feel comfortable being in – if you are preventing that from happening, you will be asked to leave. This is a room of tolerance, understanding, and empathy.

I, _____ acknowledge that I understand what is expected of me as a student in Ms. Sadler’s class, both behaviorally and academically, and agree to abide by them. I have also shown these expectations to my parents/guardians.

_____ Student Signature

_____ Parent Signature