

## *Current Topics in First Nations, Metis, & Inuit Studies 40S*

Credit Value: 1.0

Course Code: 0103

September, 2022 – January, 2023

Alonsa School

Teacher: Mrs. D. Grimstead

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Gr. 12 Current Topics in FNMI Studies 40S

Day 4, 5, 6 Period 4 1 – 2:12 pm

Period 5 2:18-3:30 pm

### **Course Overview:**

Grade 12 Current Topics in First Nations, Metis, and Inuit Studies: A Foundation for Implementation supports the empowerment of students through the exploration of the histories, traditions, cultures, worldviews, and contemporary issues of Indigenous peoples in Canada and worldwide. Students gain knowledge and develop the values, as well as the critical thinking, communication, analytical, and inquiry skills, that will enable them to better understand past and present realities of Indigenous peoples. Additionally, exploration of topics such as self-determination, self-government, and language and cultural reclamation allows students to understand and work towards the post-colonial future envisioned by Indigenous peoples.

### **Focus and Purpose:**

- ❖ To correct historical and social biases that have developed in Canadian society
- ❖ Use education to correct the biases by integrating Indigenous perspectives into existing and future curricula
- ❖ To examine the contributions that have been made and continue to be made by Indigenous peoples in the shaping of Canada
- ❖ To understand that Canada is a nation built upon a foundation with three pillars: Indigenous, Francophone and Anglophone
- ❖ Further an understanding of the issues facing Indigenous communities and cultures
- ❖ Build upon and extend knowledge of Indigenous culture and traditions
- ❖ Develop awareness in the contributions of Indigenous cultures to Canadian society and the world
- ❖ Build upon and enhance positive identity and confidence
- ❖ Function effectively as members in the local, national, and global community
- ❖ Envision a place in the future of community and country

### **GOALS OF CTFMI Studies:**

1. Enhance understanding and appreciation of the cultures and traditions, as well as contemporary realities and aspirations of FNMI cultures in Manitoba, Canada, and the World.
2. Develop a knowledge of the history of FNMI peoples in Canada in order to better understand the present.
3. Develop a sense of comfort and confidence in interactions with FNMI people.
4. Develop an understanding that FNMI peoples and cultures are an integral part of Canadian society.
5. Recognize the on-going role of FNMI peoples in shaping Canadian history and identity.

Current Topics in FNMI 40S is based on Essential Questions and Enduring Understandings. These are concepts derived from: *Understanding by Design: An Approach to Curriculum Development* by Grant Wiggins and Jay McTighe.

## Sensitive Content

An important aspect of learning about current and historical FNMI topics is controversial issues – issues that involve ethics, principles, beliefs and values.

Diversity of perspectives, beliefs, and values, as well as disagreement and dissention, are all part of living in a democratic and diverse society.

Exploration of ethical questions motivate and make learning more personally meaningful. Any confusion or concern about a particular topic or issue should be discussed with me to get clarification. Just Ask!

## Required Materials

- Note paper (loose leaf) and binder plus dividers for different section - Laptops
- Pencils & Pens (Blue, Black & Red)
- Highlighters
- Pencil crayons and/or markers (for posters and other projects)
- USB Memory stick (must have)

## CLASSROOM PROCEDURES & EXPECTATIONS

All members of the classroom will:

- ❖ **Commit** to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others whether you agree with them or not. This also means being respectful of the property of others and the classroom.
- ❖ **Respect** the right of all others to learn in an environment that is free of distractions. Everyone has the right to an education but not the freedom to impede/prevent others from receiving that education.
- ❖ **Use** only technology that is allowed in the class (**NO** personal electronic devices: cell phones, etc. are permitted)
- ❖ **Attend** class regularly, on time, and be prepared for all classes.
- ❖ **Be Productive** – Complete all work and turn it in on time.
- ❖ **Ask** permission – of others and of the teacher.

**Participate** to the best of your abilities in course/class activities.

**Current Topics in FNMI 40S: Topics/Outcomes/Pacing Schedule (Tentative Schedule subject to change)**  
**\*Changes made at teacher's discretion and/or due to unforeseen circumstances throughout school year.**

## Course Outcomes

**Cluster One: Image & Identity**

**Duration: September 3 weeks**

Students will...

- Demonstrate understanding of the colonialist history of Canada and the impact of colonization on First Nations, Metis, & Inuit peoples.
- Describe colonialism, proper terminology of Indigenous peoples, & Indigenous issues in contemporary Canada.
- Explore Indigenous identity, worldview, & diversity from the viewpoint of First Nations, Metis, & Inuit peoples.
- Examine mainstream society's perception of Indigenous peoples as "the other".
- Identify racism, stereotype, Western worldviews, and the role of the media in creating, perpetuating, and combatting stereotypical images of FNM

**Cluster Two: Relations with Government    Duration: October    4 weeks**

Students will...

- Investigate historical, political, and economic practices of Indigenous peoples before and after arrival of Europeans.
- Explore treaty making between western FN's and Canada beginning in 1871.
- Identify significant differences between FN and Canadian government understandings of the treaties.
- Demonstrate an understanding of treaties as a living document.
- Describe the spirit and intent of treaties.
- Examine the historic and contemporary significance of the Indian Act.
- Inquire and examine both discriminatory and preservation aspects of the Indian Act.
- Identify the move from traditional and sovereign governance to the paternalistic and imposed system that currently exists.
- Explore Metis origins and the conflicts that characterized Metis resistance to threats against their economic, cultural, and political traditions.
- Explore the struggle of FNMI peoples in Canada in regaining the self-determination that was stripped from them by colonial policies and practices.
- Explore various means, including resistance and protest, by which Indigenous peoples have sought recognition of their rights

**Cluster Three: Toward a Just Society                    Duration: November    4 weeks**

Students will...

- Research and recognize traditional and contemporary Indigenous education and the impact of colonization.
- Identify treaty promises of education.
- Demonstrate an understanding of the residential school system and the devastating consequences and impacts for Indigenous peoples, their communities, and to Canada.
- Propose models of education that would fulfill the needs of modern Indigenous learners to succeed in contemporary Canadian society while honouring and affirming their cultures and traditions.
- Examine traditional and contemporary Indigenous health and the impact of colonization.
- Identify the relationship between medicine in treaties to modern health care in Indigenous communities.
- Explore the traditional Indigenous holistic conception of health that addressed all aspects of an individual: spiritual, mental, emotion, and physical.
- Propose models of health care, combining aspects of traditional and western medicine to meet the needs of modern Indigenous people and communities.
- Examine traditional Indigenous concepts and practices of justice, as well as the impact of colonization and the imposition of a western judicial model on FNMI.
- Examine the imposition of western worldviews and practices of Indigenous peoples through colonization, the resultant alienation and loss of identity.
- Explore traditional and contemporary Indigenous economies.
- Research changes to traditional economies brought about by the fur trade, non-Indigenous settlement, the onset of colonization and the introduction of agriculture and resource exploitation.

**Cluster Four: Indigenous Peoples & The World                    Duration: December – January    4 weeks**

Students will...

- Explore the histories and contemporary realities of Indigenous peoples and cultures beyond Canada.
- Show an understanding of the commonalities shared by FNMI and Indigenous peoples worldwide.
- Explore traditions, cultures, histories, achievements, and contributions of global Indigenous cultures.
- Examine the experience of colonization and its effects on contemporary Indigenous peoples.
- Compare Canadian and global Indigenous cultures to discover commonalities and differences in worldview, histories, and contemporary challenges

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## ASSESSMENT

Assessments and grades in this course are a measure of student learning and achievement. All course work (including graded and non-graded assignments) is related to curriculum standards and are important for student learning. Assessment will be ongoing and will include participation in daily classroom activities, preparedness for class (homework), quizzes, unit tests projects, and the final divisional exam.

## CRITERIA FOR ASSESSMENT

Assessments are created based on each learning target. Clear criteria and expectations will be established before students show their learning. Students will know specifically what they will be assessed on in order to best demonstrate their learning. For each task, students will be given a set of evaluation guidelines in order to help put forth their best work. It is YOUR RESPONSIBILITY to examine the guidelines and assignment criteria in advance to ensure you have the opportunity to ask any/all questions. Remember, if you need clarification on an assignment, chances are that a number of your peers have the same questions, so PLEASE ASK!

## ABSENCES & ASSESSMENT

Should you be absent for whatever reason, it is YOUR RESPONSIBILITY to check your mailbox slot, take responsibility for all missed work, and take down/get any missed notes, information, etc. Regular attendance is crucial for success in this course.

## FINAL GRADES

Student learning is ongoing; final grades will reflect the most recent and valid assessment of student learning/achievement for the grading time period. Students will receive Summative Assessments (used to measure a student's understanding with a mark) within the units of study. As per section 4.3 the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a percentage scale is used to report overall subject grades. The final grade in this course will reflect the cumulative compilation of each of the units covered.

COURSE WORK (Term Work) = 70% + FINAL COURSE EXAM = 30% Total = 100%

COURSE WORK may include any of the following:

1. **DAILY WORK:** will be assigned. Students are expected to finish this during the class time provided and hand it in or be ready for discussion purposes. If students do not finish in the time provided they will be expected to complete it as homework.
2. **HOMEWORK:** Most of the topics that correspond with the curriculum will be covered in class discussion which can be supplemented by notetaking. However, there will be instances in which it is necessary to complete work, do assignments or to study at home. All homework must be handed in or be ready for the appropriate due date.
3. **PROJECTS:** may be assigned for some units. They may be assigned as a group or individually. Projects must be handed in whole and fully complete before they will be marked. This may include but is not limited to: oral presentations, multimedia presentations, essays, short stories, critiques, reviews, journals, book reports, and hand-in evaluation assignments.
  - ❖ All projects will be assessed using rubrics and checklists. Students are encouraged to consult the rubric in order to maximize success. Students will self-evaluate, peer evaluate and have evaluation done by the teacher.
  - ❖ All hand-in evaluation assignments and projects are due for the BEGINNING of class on the assigned date. If there is a problem you are expected to discuss this with me BEFOREHAND to make other arrangements. I cannot help you if I do not know what the problem is.
  - ❖ Late evaluation assignments and projects will receive the mark of a ZERO, until the assignment is handed in on a new assigned date. If assignments are continuously being handed in late or not handed in at all a meeting and action plan will be set forth between students, parents and teacher. All assignments must be handed in.
  - ❖ If assignments are not fully completed or handed in by the given due date, a deduction in marks will apply. Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned in. If the assignment is not turned in after one week the assignment will receive a mark of zero.
4. **QUIZZES & TESTS:** will be given during some units when students need to show their understanding. Students will be responsible for studying on their own time. Any tests or quizzes missed due to an absence will be written the next day of attendance – it may have to be arranged to be written at noon hour or some viable time period.
5. **FINAL EXAM:** The Final Exam will be written on the date and time scheduled. Final Exam value is 30%.

Plagiarism and Cheating of any material will be dealt with according to the "Provincial Assessment Policy, Kindergarten to Grade 12" as issued by the Department of Education, Manitoba.

#### BEHAVIOURAL ASSESSMENT

Students will be assessed as per the guidelines from the Manitoba provincial report card, in the areas as follows:

##### PERSONAL MANAGEMENT SKILLS

> Organizes material, uses class time productively, work independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on-task behavior, sets personal management goals

##### ACTIVE PARTICIPATION IN LEARNING

> Shows interests, ask questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesizes, analyzes

##### SOCIAL RESPONSIBILITY

> Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals

#### USE OF TECHNOLOGY POLICY

Turtle River School Division recognizes that Information and Communication Technologies (ICT) plays an important role in today's learning environment. Technology provided to both students and teachers are unique and powerful ways to enhance the way they teach/learn. Turtle River School Division's objective is to ensure student/staff members interact in a positive manner when using ICT both at school and in the community.

Successful operation of the network requires that account holders regard Turtle River file servers and computers as shared resources. It is important that members conduct themselves in a responsible manner while using the network. Refer to page 134 of TRSD instructional policy document for more information on guidelines and consequences for inappropriate use.

\*\*\*There are NO CELL PHONES to be used by students during class time. Please refer to the Course Credit Contract information page regarding cell phone usage. Otherwise, please refer to TRSD instructional policy document for more information.

#### STUDENT SUPPORT

I will be available for additional student support outside of the classroom hours and it is the responsibility of the student to arrange a time with the teacher. Time can be made available at noon hour.

I encourage students to come see me or email me at any point with your questions relating to the course. I will be available to provide extra help or answer any questions upon special arrangement. Just Ask!

I encourage students and parents to communicate with me regularly during the semester(s) to ensure student success.

If you have any questions about the course or student progress, please do not hesitate to contact me at [dgrimstead@trsd.ca](mailto:dgrimstead@trsd.ca) or 204-767-2168.

#### COURSE CREDIT CONTRACT COURSE CREDIT POLICIES & PROCEDURES

With a sincere desire to have students be successful with obtaining their course credit, I am implementing the Course Credit Contract for Semester 1 September 2022 – January 2023.

Students and parents/guardians will be required to read and sign a Course Credit Contract for the following courses taught by me: ELA 30S ELA 40S CTFNMI 40S Global Issues 40S

The Course Credit Contract specifies the detailed requirements for maintenance of Daily Work/Homework Policy, Assessment/Evaluation Policy, Late Work Policy, Missed Work/Missed Classes/Absences Policy and my Cell Phone Policy.

**OBJECTIVES of the Student Contract:**

- > to make students realize the impact their decisions/choices have on obtaining their credit
- > to be accountable for their decisions
- > to improve their work ethic and time management issues
- > to acquire the balance between academic student and extra-curricular student
- > to make parents/guardians aware of the necessity to have these requirements met and understand the consequences of not maintaining the course requirements

In addition to the course credit contract, I have provided parents/guardians with a "Check-In Report Proposal" for those parents wishing to be informed on a regular basis via email or "paper-copy". Hopefully, this will eliminate the crisis situations students get themselves into because they have neglected to maintain the requirements to obtain the credit.

Your son/daughter is required to bring home the Course Credit Contract and Check-In Report Proposal and return it for the designated date.

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Return by Wednesday, September 14/2022

Please take the course outline home to your parent/guardians, read over, and then have your parents/guardians sign below, indicating that they have read the course outline. Should they have any initial comments for me, they may add these to the lower portion of the page. Return this signed paper to class to Mrs. Grimstead.

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I have read the CTFNMI 40S Course Outline and understand the classroom expectations and course requirements set out by the instructor/teacher. I understand that CTFNMI 40S is a course based on completing the outcomes and requirements as set out by the curriculum documents by the Manitoba Dept. of Education. In order to meet these required outcomes; all designated activities, participation, tasks, and evaluations must be completed by the student to receive the credit in CTFNMI 40S.

Date Given: Monday, September 12/2022

Student's Name: \_\_\_\_\_ Student's Signature: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_

Email Address of Parent/Guardian and Contact Phone Number (if cell phone please indicate)

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