

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Kindergarten	English Language Arts		Childhood Fun	Big Ideas	Through listening and speaking, we connect with others and share our world.	
Kindergarten	English Language Arts		Childhood Fun	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity	
Kindergarten	Social Studies		Childhood Fun	Content: Students are expected to know the following::	Ways in which individuals and families differ and are the same personal and family history and traditions people, places, and events in the local community, and in local First Peoples communities rights, roles, and responsibilities of individuals and groups.	
Kindergarten	English Language Arts		Colonialism	Big Ideas	Through listening and speaking, we connect with others and share our world.	
Kindergarten	English Language Arts		Colonialism	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity	
Kindergarten	Social Studies		Colonialism	Big Ideas	Stories and traditions about ourselves and our families reflect who we are and where we are from.	
Kindergarten	English Language Arts		č'ehč'ehł čxʷ kʷłnetomot (You Thank the One Who Looks after All of Us)	Big Ideas	Through listening and speaking, we connect with others and share our world.	
Kindergarten	English Language Arts		č'ehč'ehł čxʷ kʷłnetomot (You Thank the One Who Looks after All of Us)	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity	
Kindergarten	Social Studies		č'ehč'ehł čxʷ kʷłnetomot (You Thank the One Who Looks after All of Us)	Curricular Competencies: Students are expected to be able to do the following:	Explain the significance of personal or local events, objects, people, or places (significance).	
Kindergarten	English Language Arts		č'ehč'ehł čxʷ kʷłnetomot (You Thank the One Who Looks after All of Us)	Content: Students are expected to know the following::	Personal and family history and traditions people, places, and events in the local community, and in local First Peoples communities rights, roles, and responsibilities of individuals and groups	
Kindergarten	English Language Arts		Root Digging	Big Ideas	Stories and other texts can be shared through pictures and words.	
Kindergarten	English Language Arts		Root Digging	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity.	

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Kindergarten	Math		Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Estimate reasonably: First Peoples people used specific estimating and measuring techniques in daily life (e.g., estimating time using environmental references and natural daily/seasonal cycles, estimating temperatures based on weather systems).	
Kindergarten	Science		Root Digging	Big Ideas	Plants and animals have observable features. Humans interact with matter every day through familiar materials.	
Kindergarten	Science		Root Digging	Big Ideas	Daily and seasonal changes affect all living things.	
Kindergarten	Science		Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge.	
Kindergarten	Science		Root Digging	Content: Students are expected to know the following::	First Peoples knowledge of seasonal changes.	
Kindergarten	Science		Root Digging	Content: Students are expected to know the following::	Local First Peoples uses of plants and animals	
Kindergarten	Social Studies		Root Digging	Big Ideas	Stories and traditions about ourselves and our families reflect who we are and where we are from.	
Kindergarten	Social Studies		Root Digging	Content: Students are expected to know the following::	People, places, and events in the local community, and in local First Peoples communities	
Kindergarten	English Language Arts		Learning by Example	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity	
Kindergarten	Social Studies		Learning by Example	Curricular Competencies: Students are expected to be able to do the following:	Explain the significance of personal or local events, objects, people, or places (significance)	
Kindergarten	Social Studies		Learning by Example	Content: Students are expected to know the following::	Ways in which individuals and families differ and are the same personal and family history and traditions people, places, and events in the local community, and in local First Peoples communitiesrights, roles, and responsibilities of individuals and groups	
Kindergarten	English Language Arts		Legends about qayx (Mink)	Big Ideas	Through listening and speaking, we connect with others and share our world.	
Kindergarten	English Language Arts		Legends about qayx (Mink)	Big Ideas	Stories and other texts can be shared through pictures and words.	
Kindergarten	English Language Arts		Legends about qayx (Mink)	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity	
Kindergarten	Career Education		New Year's Dance	Big Ideas	Strong communities are the result of being connected to family and community and working together toward common goals.	
Kindergarten	Career Education		Friendly Competition	Big Ideas	Communities include many different roles requiring many different skills.	

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Kindergarten	Career Education		Old-Timers	Curricular Competencies: Students are expected to be able to do the following:	Recognize the basic skills required in a variety of jobs in the community	
Kindergarten	Career Education		My Grandmother	Content: Students are expected to know the following::	Cultural and social awareness achieved by exploring self-identity, acknowledging cultural differences, honouring Indigenous traditions	
Kindergarten	English Language Arts		Learning by Example	Big Ideas	Through listening and speaking, we connect with others and share our world.	
Kindergarten	English Language Arts		Learning by Example	Big Ideas	Stories and other texts can be shared through pictures and words.	
Kindergarten	English Language Arts		Legends about qayχ (Mink)	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity	See "Mink and Grey Bird".
Kindergarten	Science		Berry Picking	Content: Students are expected to know the following::	Local First Peoples uses of plants and animals (e.g., local berries or food, plants and animals, conservation of resources)	
Kindergarten	Science		Salmon	Content: Students are expected to know the following::	Living things make changes to accommodate daily and seasonal cycles	
Kindergarten	Social Studies		Legends about qayχ (Mink)	Big Ideas	Stories and traditions about ourselves and our families reflect who we are and where we are from.	See "Mink and Wolf".
Kindergarten	Social Studies		t'ł̓osəm and Herring	Content: Students are expected to know the following::	People, places, and events in the local community, and in local First Peoples communities	
Kindergarten	Social Studies		My Grandmother	Curricular Competencies: Students are expected to be able to do the following:	Explain the significance of personal or local events, objects, people, or places (significance).	
Kindergarten	Social Studies		My Grandmother	Content: Students are expected to know the following::	Ways in which individuals and families differ and are the same	
Kindergarten	Social Studies		My Grandmother	Content: Students are expected to know the following::	Personal and family history and traditions.	
Kindergarten	Social Studies		My Grandmother	Content: Students are expected to know the following::	People, places, and events in the local community, and in local First Peoples communities	
Kindergarten	Social Studies		My Grandmother	Content: Students are expected to know the following::	Rights, roles, and responsibilities of individuals and groups	
Kindergarten	Social Studies		nohotəm (They Invited Them to the Feast)	Curricular Competencies: Students are expected to be able to do the following:	Explain the significance of personal or local events, objects, people, or places (significance).	
Kindergarten	Social Studies		nohotəm (They Invited Them to the Feast)	Content: Students are expected to know the following::	Ways in which individuals and families differ and are the same.	
Kindergarten	Social Studies		nohotəm (They Invited Them to the Feast)	Content: Students are expected to know the following::	Personal and family history and traditions.	
Kindergarten	Social Studies		nohotəm (They Invited Them to the Feast)	Content: Students are expected to know the following::	People, places, and events in the local community, and in local First Peoples communities	
Kindergarten	Social Studies		nohotəm (They Invited Them to the Feast)	Content: Students are expected to know the following::	Rights, roles, and responsibilities of individuals and groups	

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Kindergarten	English Language Arts		nohotəm (They Invited Them to the Feast)	Big Ideas	Through listening and speaking, we connect with others and share our world.	
Kindergarten	English Language Arts		nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity	
Kindergarten	English Language Arts		Offerings for the Ancestors	Big Ideas	Through listening and speaking, we connect with others and share our world.	
Kindergarten	English Language Arts		Offerings for the Ancestors	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity	
Kindergarten	Science		Offerings for the Ancestors	Curricular Competencies: Students are expected to be able to do the following:	Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge.	
Kindergarten	Science		Offerings for the Ancestors	Content: Students are expected to know the following::	First Peoples knowledge of seasonal changes	
Kindergarten	English Language Arts		Old-Timers	Big Ideas	Through listening and speaking, we connect with others and share our world.	
Kindergarten	English Language Arts		Old-Timers	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity	
Kindergarten	Social Studies		Old-Timers	Curricular Competencies: Students are expected to be able to do the following:	Explain the significance of personal or local events, objects, people, or places (significance)	
Kindergarten	Social Studies		Old-Timers	Content: Students are expected to know the following::	Personal and family history and traditions.	
Kindergarten	Social Studies		Old-Timers	Content: Students are expected to know the following::	People, places, and events in the local community, and in local First Peoples communities.	
Kindergarten	Social Studies		Old-Timers	Content: Students are expected to know the following::	Rights, roles, and responsibilities of individuals and groups.	
Kindergarten	English Language Arts		Residential School	Big Ideas	Through listening and speaking, we connect with others and share our world.	
Kindergarten	English Language Arts		Residential School	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity	
Kindergarten	Social Studies		Residential School	Content: Students are expected to know the following::	Students are expected to know the following: people, places, and events in the local community, and in local First Peoples communities.	
Kindergarten	English Language Arts		Rowing with maksema	Big Ideas	Stories and other texts can be shared through pictures and words.	

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Kindergarten	English Language Arts		Rowing with maksema	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity.	
Kindergarten	Social Studies		Rowing with maksema	Big Ideas	Stories and traditions about ourselves and our families reflect who we are and where we are from.	
Kindergarten	English Language Arts		Territory	Big Ideas	Stories and other texts can be shared through pictures and words.	
Kindergarten	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity.	
Kindergarten	Social Studies		Territory	Curricular Competencies: Students are expected to be able to do the following::	Explain the significance of personal or local events, objects, people, or places	
Kindergarten	English Language Arts		The Young Girl and Eleven Puppies	Big Ideas	Stories and other texts can be shared through pictures and words.	
Kindergarten	English Language Arts		The Young Girl and Eleven Puppies	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity	
Kindergarten	English Language Arts		Twins Are Gifted	Big Ideas	Through listening and speaking, we connect with others and share our world.	
Kindergarten	English Language Arts		Twins Are Gifted	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity	
Kindergarten	Math		Working Life	Content: Students are expected to know the following::	Financial literacy - the attributes of coins and financial role play.	
Kindergarten	Social Studies		Working Life	Content: Students are expected to know the following::	Personal and family history and traditions.	
Kindergarten	Social Studies		Working Life	Content: Students are expected to know the following::	People, places, and events in the local community, and in local First Peoples communities.	
Kindergarten	Social Studies		Working Life	Content: Students are expected to know the following:	Rights, roles, and responsibilities of individuals and groups.	
Grade One	English Language Arts		Legends about qayχ (Mink)	Big Ideas	Language and story can be a source of creativity and joy	
Grade One	English Language Arts		Legends about qayχ (Mink)	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Use developmentally appropriate reading, listening, and viewing strategies to make meaning.	See "Mink and Cloud".

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Grade One	English Language Arts		Legends about qayx (Mink)	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the structure and elements of story.	See "Mink and Salal".
Grade One	English Language Arts		Legends about qayx (Mink)	Content: Students are expected to know the following:	Elements of story.	See "Mink and Eagle".
Grade One	English Language Arts		Legends about qayx (Mink)	Content: Students are expected to know the following:	Literary elements and devices.	See "Mink and Whale".
Grade One	English Language Arts		Community	Big Ideas	Stories and other texts help us learn about ourselves, our families, and our communities.	
Grade One	English Language Arts		Friendly Competition	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize the importance of story in personal, family, and community identity.	
Grade One	English Language Arts		New Year's Dance	Content: Students are expected to know the following:	Reading strategies.	
Grade One	English Language Arts		Childhood Fun	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore oral story telling processes.	
Grade One	English Language Arts		nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Show how awareness of how story in First Peoples cultures connects people to family and community.	
Grade One	English Language Arts		Where I Come From	Big Ideas	Stories and other texts can be shared through pictures and words.	See introductory section.
Grade One	English Language Arts		Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use foundational concepts of print, oral, and visual texts.	
Grade One	English Language Arts		t'ı̄sosəm and Herring	Content: Students are expected to know the following:	Oral language strategies.	
Grade One	English Language Arts		Clam Digging	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade One	English Language Arts		Legends about qayx (Mink)	Big Ideas	Everyone had a unique story to share.	See "Mink and Grey Bird".
Grade One	English Language Arts		Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Engage actively as listeners, viewers, and readers, as appropriate to develop understanding of self, identity, and community.	
Grade One	English Language Arts		My Grandmother	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Engage actively as listeners, viewers, and readers, as appropriate to develop understanding of self, identity, and community.	

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Grade One	English Language Arts		Learning by Example	Content: Students are expected to know the following:	Vocabulary to talk about texts.	
Grade One	English Language Arts		Childhood Fun	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Show awareness of how story in First Peoples cultures connects people to family and community.	
Grade One	English Language Arts		sohoθOt (Spirit Cleansing)	Big Ideas	Through listening and speaking, we connect with others and share our world.	
Grade One	English Language Arts		Twins Are Gifted	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the structure and elements of story.	
Grade One	English Language Arts		The Last Walk	Content: Students are expected to know the following:	Concepts of print.	
Grade One	English Language Arts		Offerings for the Ancestors	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use personal experience and knowledge to connect to stories and other texts to make meaning.	
Grade One	English Language Arts		Root Digging	Big Ideas	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.	
Grade One	English Language Arts		Medicine for Babies	Content: Students are expected to know the following:	Reading strategies.	
Grade One	English Language Arts		č'ehč'eha čx™ k™anetomot (You Thank the One Who Looks after All of Us)	Content: Students are expected to know the following:	Oral language strategies.	
Grade Two	English Language Arts		Legends about qayχ (Mink)	Big Ideas	Language and story can be a source of creativity and joy	See "Mink and Whale".
Grade Two	English Language Arts		Root Digging	Content: Students are expected to know the following:	Make connections between ideas from a variety of sources and prior knowledge to build understanding.	
Grade Two	English Language Arts		Clam Digging	Content: Students are expected to know the following:	Elements of story.	
Grade Two	English Language Arts		Legends about qayχ (Mink)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use developmentally appropriate reading, listening, and viewing strategies to make meaning.	See "Mink and Cloud".
Grade Two	English Language Arts		Legends about qayχ (Mink)	Content: Students are expected to know the following:	Functions and genres of stories and other texts.	See "Mink and Salal".
Grade Two	English Language Arts		Community	Big Ideas	Stories and other texts help us learn about ourselves, our families, and our communities.	
Grade Two	English Language Arts		Friendly Competition	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Engage actively as listeners, viewers, and readers, as appropriate to develop understanding of self, identity, and community.	

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Grade Two	English Language Arts		New Year's Dance	Content: Students are expected to know the following:	Elements of story.	
Grade Two	English Language Arts		Childhood Fun	Content: Students are expected to know the following:	Text features.	
Grade Two	English Language Arts		nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Show awareness of how story in First Peoples cultures connects people to family and community.	
Grade Two	English Language Arts		Rowing with maksema	Big Ideas	Everyone had a unique story to share.	
Grade Two	English Language Arts		Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Engage actively as listeners, viewers, and readers, as appropriate to develop understanding of self, identity, and community.	
Grade Two	English Language Arts		Legends about qayχ (Mink)	Big Ideas	Through listening and speaking, we connect with others and share our world.	See "Mink and Grey Bird".
Grade Two	English Language Arts		Salmon	Content: Students are expected to know the following:	Elements of story.	
Grade Two	English Language Arts		t'ł̓osəm and Herring	Content: Students are expected to know the following:	Vocabulary to talk about texts.	
Grade Two	English Language Arts		Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate awareness of the role that story plays in personal, family, and community identity.	
Grade Two	English Language Arts		My Grandmother	Content: Students are expected to know the following:	Features of oral language.	
Grade Two	English Language Arts		Learning by Example	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore oral story telling processes.	
Grade Two	English Language Arts		Where I Come From	Big Ideas	Playing with language helps us discover how language works.	See "We All Have Our Unique Language".
Grade Two	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Features of oral language.	See "You Pass on that Knowledge".
Grade Two	English Language Arts		Legends about qayχ (Mink)	Content: Students are expected to know the following:	Elements of story.	See "Mink and Cloud".
Grade Two	English Language Arts		Legends about qayχ (Mink)	Content: Students are expected to know the following:	Literary elements and devices.	See "Mink and Pitch".
Grade Two	English Language Arts		Legends about qayχ (Mink)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Show awareness of how story in First Peoples cultures connects people to family and community.	See "Mink and Grey Bird".
Grade Two	English Language Arts		Legends about qayχ (Mink)	Big Ideas	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.	See "Mink and Salal".



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Grade Two	English Language Arts		sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Show awareness of how story in First Peoples cultures connects people to family and community.	
Grade Two	English Language Arts		Medicine for Babies	Content: Students are expected to know the following:	Reading strategies.	
Grade Two	English Language Arts		č'ehč'ehł čx'w k'włanetomot (You Thank the One Who Looks after All of Us)	Content: Students are expected to know the following:	Oral language strategies.	
Grade Two	English Language Arts		He Got His Spirit Back	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the structure and elements of story.	
Grade Three	English Language Arts		Legends about qayx (Mink)	Big Ideas	Language and story can be a source of creativity and joy.	See "Mink and Cloud".
Grade Three	English Language Arts		Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use developmentally appropriate reading, listening, and viewing strategies to make meaning.	
Grade Three	English Language Arts		Childhood Fun	Content: Students are expected to know the following:	Elements of story.	
Grade Three	English Language Arts		Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explain the role that story plays in personal, family, and community identity.	
Grade Three	English Language Arts		Legends about qayx (Mink)	Big Ideas	Stories and other texts help us learn about ourselves, our families, and our communities.	See "Mink and Wolf".
Grade Three	English Language Arts		Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Make connections between ideas from a variety of sources and prior knowledge to build understanding.	
Grade Three	English Language Arts		Friendly Competition	Content: Students are expected to know the following:	Text features.	
Grade Three	English Language Arts		New Year's Dance	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Engage actively as listeners, viewers, and readers, as appropriate to develop understanding of self, identity, and community.	
Grade Three	English Language Arts		Childhood Fun	Content: Students are expected to know the following:	Oral language strategies.	
Grade Three	English Language Arts		nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Show awareness of how story in First Peoples cultures connects people to family and community.	

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Grade Three	English Language Arts		Territory	Big Ideas	Stories can be understood from different perspectives.	
Grade Three	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Develop and awareness of how story in First Peoples cultures connects people to land.	See "There's Proof Everywhere".
Grade Three	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Features of oral language.	See "I Know that is Our Piece of Land".
Grade Three	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Show awareness of how story in First Peoples culture connects people to family and community.	See "That's Where We Always Lived".
Grade Three	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Conventions.	See "It Had A Lot of Use for Our People".
Grade Three	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Engage actively as listeners, viewers, and readers, as appropriate to develop understanding of self, identity, and community.	See "We Were Already Here".
Grade Three	English Language Arts		Where I Come From	Big Ideas	Using language in creative and playful ways helps us understand how language works.	See "We All Have Our Unique Language".
Grade Three	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Functions and genres of stories and other texts.	See "You Pass on that Knowledge".
Grade Three	English Language Arts		Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Show awareness of how story in First Peoples cultures connects people to family and community.	
Grade Three	English Language Arts		Old-Timers	Content: Students are expected to know the following:	Functions and genres of stories and other texts.	
Grade Three	English Language Arts		My Grandmother	Content: Students are expected to know the following:	Text features.	
Grade Three	English Language Arts		Learning by Example	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how different texts reflect different purposes.	
Grade Three	English Language Arts		Legends about qayχ (Mink)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explain the role that story plays in personal, family, and community identity.	See "Mink and Grey Bird".
Grade Three	English Language Arts		Legends about qayχ (Mink)	Big Ideas	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.	See "Mink and Whale".
Grade Three	English Language Arts		sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Engage actively as listeners, viewers, and readers, as appropriate to develop understanding of self, identity, and community.	

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Grade Three	English Language Arts		The Last Walk	Content: Students are expected to know the following:	Functions and genres of stories and other texts.	
Grade Three	English Language Arts		Offerings for the Ancestors	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Show awareness of how story in First Peoples cultures connects people to family and community.	
Grade Four	English Language Arts		Legends about qayx (Mink)	Big Ideas	Language and text can be a source of creativity and joy.	See "Mink and Pitch".
Grade Four	English Language Arts		Legends about qayx (Mink)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text.	See "Mink and Salal".
Grade Four	English Language Arts		Rowing with maksema	Content: Students are expected to know the following:	Form, functions, and genres of text.	
Grade Four	English Language Arts		Territory	Big Ideas	Texts can be understood from different perspectives.	
Grade Four	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text.	See "There's Proof Everywhere".
Grade Four	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Text features.	See "I Know that is Our Piece of Land".
Grade Four	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Evidence.	See "That's Where We Always Lived".
Grade Four	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Identify how story in First Peoples cultures connects people to land.	See "It Had A Lot of Uses for Our People".
Grade Four	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Consider different purposes, audiences, and perspectives in exploring texts.	See "We Were Already Here".
Grade Four	English Language Arts		Legends about qayx (Mink)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal and creative ways.	See "Mink and Whale".
Grade Four	English Language Arts		Community	Big Ideas	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	
Grade Four	English Language Arts		Legends about qayx (Mink)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply a variety of thinking skills to gain meaning from texts.	See "Mink and Wolf".
Grade Four	English Language Arts		Friendly Competition	Content: Students are expected to know the following:	Reading strategies.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Four	English Language Arts		New Year's Dance	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the role of language in personal, social, and cultural identity.	
Grade Four	English Language Arts		Childhood Fun	Content: Students are expected to know the following:	Oral language strategies.	
Grade Four	English Language Arts		Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world.	
Grade Four	English Language Arts		nohotām (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Features of oral language.	
Grade Four	English Language Arts		Where I Come From	Big Ideas	Using language in creative and playful ways helps us understand how language works.	See "We All Have Our Unique Language".
Grade Four	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the role of language in personal, social, and cultural identity.	See "You Pass that Knowledge On".
Grade Four	English Language Arts		Root Digging	Content: Students are expected to know the following:	Form, functions, and genres of text.	
Grade Four	English Language Arts		Legends about qayx (Mink)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Identify how differences in context, perspectives, and voice influence meaning in texts.	See "Mink and Grey Bird".
Grade Four	English Language Arts		Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world.	
Grade Four	English Language Arts		My Grandmother	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Show and increasing understanding of the role of organization in meaning.	
Grade Four	English Language Arts		Learning by Example	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples text.	
Grade Four	English Language Arts		Colonialism	Big Ideas	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	
Grade Four	English Language Arts		Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Consider different purposes, audiences, and perspectives in exploring texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Four	English Language Arts		Segregation	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text.	
Grade Four	English Language Arts		Work and Welfare	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Identify how differences in context, perspectives, and voice influence meaning in texts.	
Grade Four	English Language Arts		My Dog Patsy	Content: Students are expected to know the following:	Oral language strategies.	
Grade Four	English Language Arts		Residential School	Content: Students are expected to know the following:	Metacognitive strategies.	See introductory section.
Grade Four	English Language Arts		Residential School	Content: Students are expected to know the following:	Literary elements.	See "I Was a Number" and "Little Soldiers".
Grade Four	English Language Arts		The Young Girl and Eleven Puppies	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how literary elements, techniques, and devices enhance meaning in texts.	
Grade Four	English Language Arts		Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal and creative ways.	
Grade Five	English Language Arts		Legends about qayx (Mink)	Big Ideas	Language and text can be a source of creativity and joy.	See "Mink and Whale".
Grade Five	English Language Arts		Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text.	
Grade Five	English Language Arts		Clam Digging	Content: Students are expected to know the following:	Form, functions, and genres of text.	
Grade Five	English Language Arts		Legends about qayx (Mink)	Big Ideas	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	See "Mink and Grizzly".
Grade Five	English Language Arts		sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Consider different purposes, audiences, and perspectives in exploring texts.	
Grade Five	English Language Arts		Having a Healthy Pregnancy	Content: Students are expected to know the following:	Text features.	
Grade Five	English Language Arts		Medicine for Babies	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply a variety of thinking skills to gain meaning fom texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Five	English Language Arts		č'ehč'ehł čx" k"łanetomot (You Thank the One Who Looks after All of Us)	Content: Students are expected to know the following:	Perspective/point of view.	
Grade Five	English Language Arts		Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use personal experience and knowledge to connect to text and develop understanding of self, community, and world.	
Grade Five	English Language Arts		Community	Big Ideas	Texts can be understood from different perspectives.	
Grade Five	English Language Arts		Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Identify how story in First Peoples cultures connects people to land.	
Grade Five	English Language Arts		Salmon	Content: Students are expected to know the following:	Form, functions, and genres of text.	
Grade Five	English Language Arts		t'łosəm and Herring	Content: Students are expected to know the following:	Perspective/point of view.	
Grade Five	English Language Arts		Friendly Competition	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Synthesize ideas from a variety of sources to build understanding.	
Grade Five	English Language Arts		New Year's Dance	Content: Students are expected to know the following:	Oral language strategies.	
Grade Five	English Language Arts		Childhood Fun	Content: Students are expected to know the following:	Reading strategies.	
Grade Five	English Language Arts		nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples text.	
Grade Five	English Language Arts		Where I Come From	Big Ideas	Using language in creative and playful ways helps us understand how language works.	See "We All Have Our Unique Language".
Grade Five	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explain the role of language in personal, social, and cultural identity.	See "You Pass on that Knowledge".
Grade Five	English Language Arts		Old-Timers	Content: Students are expected to know the following:	Oral language strategies.	
Grade Five	English Language Arts		My Grandmother	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how literary elements, techniques, and devices enhance meaning in texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Five	English Language Arts		Learning by Example	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use personal experience and knowledge to connect to text and develop understanding of self, community, and world.	
Grade Five	English Language Arts		sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Form, functions, and genres of text.	
Grade Five	English Language Arts		Legends about qayχ (Mink)	Big Ideas	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	See "Mink and Wolf".
Grade Five	English Language Arts		Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Consider different purposes, audiences, and perspectives in exploring texts.	
Grade Five	English Language Arts		Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Identify how differences in context, perspectives, and voice influence meaning in texts.	
Grade Five	English Language Arts		Segregation	Content: Students are expected to know the following:	Perspective/point of view.	
Grade Five	English Language Arts		Work and Welfare	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Apply a variety of thinking skills to gain meaning fom texts.	
Grade Five	English Language Arts		Residential School	Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Recognize how literary elements, techniques, and devices enhance meaning in texts.	See introductory section and "Little Soldiers".
Grade Five	English Language Arts		Residential School	Content: Students are expected to know the following:	Perspective/point of view.	See "Running Away" and "Robbed of their Children".
Grade Five	English Language Arts		The Police	Content: Students are expected to know the following:	Form, functions, and genres of text.	
Grade Five	English Language Arts		The Young Girl and Eleven Puppies	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples text.	
Grade Five	English Language Arts		Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal and creative ways.	
Grade Six	English Language Arts		Legends about qayχ (Mink)	Big Ideas	Language and text can be a source of creativity and joy.	
Grade Six	English Language Arts		Legends about qayχ (Mink)	Content: Students are expected to know the following:	Form, functions, and genres of text.	See "Mink and Cloud".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Six	English Language Arts		Community	Big Ideas	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	
Grade Six	English Language Arts		Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages.	See <i>Kla Ah Men</i> .
Grade Six	English Language Arts		Salmon	Content: Students are expected to know the following:	Form, functions, and genres of text.	
Grade Six	English Language Arts		t'ł̓osəm and Herring	Content: Students are expected to know the following:	Text features.	
Grade Six	English Language Arts		Friendly Competition	Content: Students are expected to know the following:	Features of oral language.	
Grade Six	English Language Arts		New Year's Dance	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how language constructs personal, social, and cultural identity.	
Grade Six	English Language Arts		Childhood Fun	Content: Students are expected to know the following:	Oral language strategies.	
Grade Six	English Language Arts		Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Sentence structure and grammar.	
Grade Six	English Language Arts		Legends about qayx (Mink)	Big Ideas	Texts can be understood from different perspectives.	See "Mink and Wolf".
Grade Six	English Language Arts		Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply a variety of thinking skills to gain meaning fom texts.	
Grade Six	English Language Arts		Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Six	English Language Arts		Segregation	Content: Students are expected to know the following:	Presentation techniques.	
Grade Six	English Language Arts		Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Six	English Language Arts		Childhood Fun	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how language constructs personal, social, and cultural identity.	



Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Six	English Language Arts		Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize an increasing range of text structures and how they contribute to meaning.	See introductory section and "I Was a Number".
Grade Six	English Language Arts		Residential School	Content: Students are expected to know the following:	Reading strategies.	See "Little Soldiers".
Grade Six	English Language Arts		Residential School	Content: Students are expected to know the following:	Techniques of persuasion.	See "Running Away" and "Robbed of their Children".
Grade Six	English Language Arts		The Young Girl and Eleven Puppies	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Six	English Language Arts		qʷul č'ε towθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Form, functions, and genres of text.	
Grade Six	English Language Arts		Losing Baby Jane	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Six	English Language Arts		Self-Care in Times of Grief	Content: Students are expected to know the following:	Literary elements.	
Grade Six	English Language Arts		Where I Come From	Big Ideas	Developing our understanding of how language works allows us to use it purposefully.	See "We All Have Our Unique Language".
Grade Six	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Techniques of persuasion.	See "You Pass on that Knowledge".
Grade Six	English Language Arts		Legends about qayχ (Mink)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "Mink and Grey Bird".
Grade Six	English Language Arts		Old-Timers	Content: Students are expected to know the following:	Literary elements.	
Grade Six	English Language Arts		My Grandmother	Content: Students are expected to know the following:	Oral language strategies.	
Grade Six	English Language Arts		sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Conventions.	
Grade Six	English Language Arts		Learning by Example	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Six	English Language Arts		Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Six	English Language Arts		Friendly Competition	Content: Students are expected to know the following:	Text features.	
Grade Six	English Language Arts		Legends about qayx (Mink)	Big Ideas	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	See "Mink and Whale".
Grade Six	English Language Arts		Territory	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability.	See also introduction to "Where I Come From".
Grade Six	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Techniques of persuasion.	See "There's Proof Everywhere".
Grade Six	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.	See "I Know that is Our Piece of Land".
Grade Six	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Oral language strategies.	See "That's Where We Always Lived".
Grade Six	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Reading strategies.	See "It Had A Lot of Use for Our People".
Grade Six	English Language Arts		Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Synthesize ideas from a variety of sources to build understanding.	
Grade Six	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflexively to explore ideas within, between, and beyond texts.	See "We Were Already Here".
Grade Seven	English Language Arts		Legends about qayx (Mink)	Big Ideas	Language and text can be a source of creativity and joy.	See "Mink and Salal".
Grade Seven	English Language Arts		Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.	
Grade Seven	English Language Arts		Childhood Fun	Content: Students are expected to know the following:	Text features.	
Grade Seven	English Language Arts		Community	Big Ideas	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	
Grade Seven	English Language Arts		Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Synthesize ideas from a variety of sources to build understanding.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Seven	English Language Arts		Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages.	See <i>Kla Ah Men</i> .
Grade Seven	English Language Arts		Salmon	Content: Students are expected to know the following:	Text features.	
Grade Seven	English Language Arts		Berry Picking	Content: Students are expected to know the following:	Literary elements.	
Grade Seven	English Language Arts		Gardens and Orchards	Content: Students are expected to know the following:	Literary devices.	
Grade Seven	English Language Arts		Friendly Competition	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Seven	English Language Arts		New Year's Dance	Content: Students are expected to know the following:	Oral language strategies.	
Grade Seven	English Language Arts		Childhood Fun	Content: Students are expected to know the following:	Reading strategies.	
Grade Seven	English Language Arts		Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Seven	English Language Arts		nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Seven	English Language Arts		Legends about qayx (Mink)	Big Ideas	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	See "Mink and Grizzly".
Grade Seven	English Language Arts		Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflexively to explore ideas within, between, and beyond texts.	
Grade Seven	English Language Arts		Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Seven	English Language Arts		Seal Oil	Content: Students are expected to know the following:	Features of oral language.	
Grade Seven	English Language Arts		Segregation	Content: Students are expected to know the following:	Argument.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Seven	English Language Arts		Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the validity of First Peoples oral tradition for a range of purposes.	
Grade Seven	English Language Arts		Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	See introductory section and "I Was a Number".
Grade Seven	English Language Arts		Residential School	Content: Students are expected to know the following:	Oral language strategies.	See "Little Soliders".
Grade Seven	English Language Arts		Residential School	Content: Students are expected to know the following:	Reading strategies.	See "Running Away".
Grade Seven	English Language Arts		Residential School	Content: Students are expected to know the following:	Argument.	See "Robbed of their Children".
Grade Seven	English Language Arts		Making Homebrew	Content: Students are expected to know the following:	Form, functions, and genres of text.	
Grade Seven	English Language Arts		The Police	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.	
Grade Seven	English Language Arts		The Young Girl and Eleven Puppies	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the validity of First Peoples oral tradition for a range of purposes.	
Grade Seven	English Language Arts		Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Seven	English Language Arts		Self-Care in Times of Grief	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Seven	English Language Arts		Where I Come From	Big Ideas	Developing our understanding of how language works allows us to use it purposefully.	See "We All Have Our Unique Language".
Grade Seven	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how language constructs personal, social, and cultural identity.	See "You Pass that Knowledge On".
Grade Seven	English Language Arts		Legends about qayx (Mink)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the validity of First Peoples oral tradition for a range of purposes.	See "Mink and Grey Bird".
Grade Seven	English Language Arts		Old-Timers	Content: Students are expected to know the following:	Form, functions, and genres of text.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Seven	English Language Arts		My Grandmother	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Seven	English Language Arts		Learning by Example	Content: Students are expected to know the following:	Conventions.	
Grade Seven	English Language Arts		sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Seven	English Language Arts		qʷul č'ε towθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Seven	English Language Arts		Losing Baby Jane	Content: Students are expected to know the following:	Features of oral language.	
Grade Seven	English Language Arts		Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize an increasing range of text structures and how they contribute to meaning.	
Grade Seven	English Language Arts		Standing Up for What I Believe In	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Seven	English Language Arts		Legends about qayχ (Mink)	Big Ideas	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	See "Mink and Whale".
Grade Seven	English Language Arts		Territory	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.	See also introduction to "Where I Come From".
Grade Seven	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Argument.	See "There's Proof Everywhere".
Grade Seven	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflexively to explore ideas within, between, and beyond texts.	See "I Know that is Our Piece of Land".
Grade Seven	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand how literary elements, techniques, and devices enhance and shape meaning.	See "That's Where We Always Lived."
Grade Seven	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Literary elements.	See "It Had A Lot of Use for Our People".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Seven	English Language Arts		t'ł̓osəm and Herring	Content: Students are expected to know the following:	Literary devices.	
Grade Seven	English Language Arts		Clam Digging	Content: Students are expected to know the following:	Oral language strategies.	
Grade Seven	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "We Were Already Here".
Grade Eight	English Language Arts		Legends about qay̓χ (Mink)	Big Ideas	Language and text can be a source of creativity and joy.	See "Mink and Pitch".
Grade Eight	English Language Arts		Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.	
Grade Eight	English Language Arts		Childhood Fun	Content: Students are expected to know the following:	Text features.	
Grade Eight	English Language Arts		Community	Big Ideas	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	
Grade Eight	English Language Arts		Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.	
Grade Eight	English Language Arts		Friendly Competition	Content: Students are expected to know the following:	Literary devices.	
Grade Eight	English Language Arts		New Year's Dance	Content: Students are expected to know the following:	Elements of visual/graphic texts.	
Grade Eight	English Language Arts		Childhood Fun	Content: Students are expected to know the following:	Features of oral language.	
Grade Eight	English Language Arts		Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages.	
Grade Eight	English Language Arts		He Got His Spirit Back	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Synthesize ideas from a variety of sources to build understanding.	
Grade Eight	English Language Arts		nohotəm (They Invited Them to the Feast)	Content: Students are expected to know the following:	Language usage and context.	
Grade Eight	English Language Arts		Legends about qay̓χ (Mink)	Big Ideas	People understand text differently depending on their worldviews and perspectives.	See "Mink and Grey Bird".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eight	English Language Arts		Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflexively to explore ideas within, between, and beyond texts.	
Grade Eight	English Language Arts		Old-Timers	Content: Students are expected to know the following:	Features of oral language.	
Grade Eight	English Language Arts		My Grandmother	Content: Students are expected to know the following:	Language usage and context.	
Grade Eight	English Language Arts		Learning by Example	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Eight	English Language Arts		sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how language constructs personal, social, and cultural identity.	
Grade Eight	English Language Arts		qʷul ʔʔε tawθem kʷut tomAs (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Presentation techniques.	
Grade Eight	English Language Arts		Losing Baby Jane	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Eight	English Language Arts		Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Eight	English Language Arts		Standing Up for What I Believe In	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Eight	English Language Arts		Legends about qayχ (Mink)	Big Ideas	Texts are socially, culturally, and historically constructed.	See "Mink and Whale".
Grade Eight	English Language Arts		Territory	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Synthesize ideas from a variety of sources to build understanding.	
Grade Eight	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages.	See "We All Have Our Unique Language".
Grade Eight	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Form, functions, and genres of text.	See "You Pass on that Knowledge".
Grade Eight	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Relevance, accuracy, reliability.	See "There's Proof Everywhere".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eight	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages.	See "I Know that is Our Piece of Land".
Grade Eight	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Reading strategies.	See "That's Where We Always Lived".
Grade Eight	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Oral language strategies.	See "It Had A Lot of Use for Our People".
Grade Eight	English Language Arts		t'ł̓osəm and Herring	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize an increasing range of text structures and how they contribute to meaning.	
Grade Eight	English Language Arts		Gardens and Orchards	Content: Students are expected to know the following:	Elements of style.	
Grade Eight	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives. values, beliefs, and points of view.	See "We Were Already Here".
Grade Eight	English Language Arts		Rowing with maksema	Content: Students are expected to know the following:	Elements of visual/graphic texts.	See <i>Kla Ah Men</i> .
Grade Eight	English Language Arts		Legends about qayx (Mink)	Big Ideas	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	See "Mink and Grizzly".
Grade Eight	English Language Arts		Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflexively to explore ideas within, between, and beyond texts.	
Grade Eight	English Language Arts		Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Eight	English Language Arts		Segregation	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how literary elements, techniques, and devices enhance shape and meaning.	
Grade Eight	English Language Arts		Work and Welfare	Content: Students are expected to know the following:	Language usage and context.	
Grade Eight	English Language Arts		My Dog Patsy	Content: Students are expected to know the following:	Presentation techniques.	
Grade Eight	English Language Arts		Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize an increasing range of text structures and how they contribute to meaning.	See introductory section and "I Was a Number".



Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eight	English Language Arts		Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	See "Little Soldiers".
Grade Eight	English Language Arts		Residential School	Content: Students are expected to know the following:	Features of oral language.	See "Running Away" and "Robbed of their Children".
Grade Eight	English Language Arts		Making Homebrew	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Eight	English Language Arts		The Police	Content: Students are expected to know the following:	Elements of visual/graphic texts.	
Grade Eight	English Language Arts		The Young Girl and Eleven Puppies	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Develop and awareness of the protocols and ownership associated with First Peoples texts.	
Grade Eight	English Language Arts		Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how language constructs personal, social, and cultural identity.	
Grade Eight	English Language Arts		Self-Care in Times of Grief	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Nine	English Language Arts		Legends about qayx (Mink)	Big Ideas	Language and text can be a source of creativity and joy.	See "Mink and Cloud".
Grade Nine	English Language Arts		Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.	
Grade Nine	English Language Arts		Gardens and Orchards	Content: Students are expected to know the following:	Oral language strategies.	
Grade Nine	English Language Arts		Seal Oil	Content: Students are expected to know the following:	Features of oral language.	
Grade Nine	English Language Arts		Legends about qayx (Mink)	Big Ideas	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	See "Mink and Wolf".
Grade Nine	English Language Arts		Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Nine	English Language Arts		Friendly Competition	Content: Students are expected to know the following:	Form, functions, and genres of text.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Nine	English Language Arts		New Year's Dance	Content: Students are expected to know the following:	Text features.	
Grade Nine	English Language Arts		Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages.	
Grade Nine	English Language Arts		Childhood Fun	Content: Students are expected to know the following:	Literary devices.	
Grade Nine	English Language Arts		Root Digging	Content: Students are expected to know the following:	Elements of visual/graphic texts.	
Grade Nine	English Language Arts		Berry Picking	Content: Students are expected to know the following:	Reading strategies.	
Grade Nine	English Language Arts		Clam Digging	Content: Students are expected to know the following:	Oral language strategies.	
Grade Nine	English Language Arts		Legends about qayx (Mink)	Big Ideas	People understand text differently depending on their worldviews and perspectives.	See "Mink and Grey Bird".
Grade Nine	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how language constructs personal, social, and cultural identity.	See "We All Have Our Unique Language".
Grade Nine	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Metacognitive strategies.	See "You Pass on that Knowledge".
Grade Nine	English Language Arts		Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Nine	English Language Arts		Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflexively to explore ideas within, between, and beyond texts.	
Grade Nine	English Language Arts		My Grandmother	Content: Students are expected to know the following:	Elements of style.	
Grade Nine	English Language Arts		Learning by Example	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Nine	English Language Arts		sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Features of oral language.	
Grade Nine	English Language Arts		Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Develop and awareness of the diversity within and across First Peoples societies represented in texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Nine	English Language Arts		qʷul č'ε towθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Language change.	
Grade Nine	English Language Arts		Losing Baby Jane	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize an increasing range of text structures and how they contribute to meaning.	
Grade Nine	English Language Arts		The Last Walk	Content: Students are expected to know the following:	Presentation techniques.	
Grade Nine	English Language Arts		Standing Up for What I Believe In	Content: Students are expected to know the following:	Rhetorical devices.	
Grade Nine	English Language Arts		Legends about qayχ (Mink)	Big Ideas	Texts are socially, culturally, and historically constructed.	See "Mink and Whale".
Grade Nine	English Language Arts		Territory	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.	
Grade Nine	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the influence of place in First Peoples and other Canadian texts.	See "There's Proof Everywhere".
Grade Nine	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Elements of visual/graphic texts.	See "I Know that is Our Piece of Land".
Grade Nine	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	See "That's Where We Always Lived".
Grade Nine	English Language Arts		Where I Come From	Content: Students are expected to know the following:	Elements of style.	See "It Had A Lot of Uses for Our People".
Grade Nine	English Language Arts		t'ł̓osəm and Herring	Content: Students are expected to know the following:	Usage.	
Grade Nine	English Language Arts		Having a Healthy Pregnancy	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Develop an awareness of the diversity within and across First Peoples societies represented in texts.	
Grade Nine	English Language Arts		Medicine for Babies	Content: Students are expected to know the following:	Conventions.	
Grade Nine	English Language Arts		č'ehč'ehλ čxʷ kʷλnetomof (You Thank the One Who Looks after All of Us)	Content: Students are expected to know the following:	Presentation techniques.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Nine	English Language Arts		Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "We Were Already Here".
Grade Nine	English Language Arts		Legends about qayx (Mink)	Big Ideas	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	See "Mink and Grizzly".
Grade Nine	English Language Arts		Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability.	
Grade Nine	English Language Arts		Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.	
Grade Nine	English Language Arts		Segregation	Content: Students are expected to know the following:	Form, functions, and genres of text.	
Grade Nine	English Language Arts		Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages.	
Grade Nine	English Language Arts		Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.	See introductory section and "I Was a Number".
Grade Nine	English Language Arts		Residential School	Content: Students are expected to know the following:	Reading strategies.	See "Little Soldiers".
Grade Nine	English Language Arts		Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explain how literary elements, techniques, and devices enhance and shape meaning.	See "Running Away" and "Robbed of their Children".
Grade Nine	English Language Arts		Twins Are Gifted	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how language constructs personal, social, and cultural identity.	
Grade Nine	English Language Arts		Making Homebrew	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Nine	English Language Arts		The Police	Content: Students are expected to know the following:	Elements of visual/graphic texts.	
Grade Nine	English Language Arts		The Young Girl and Eleven Puppies	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explain how literary elements, techniques, and devices enhance and shape meaning.	
Grade Nine	English Language Arts		The Last Walk	Content: Students are expected to know the following:	Presentation techniques.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Nine	English Language Arts		Recovery	Content: Students are expected to know the following:	Rhetorical devices.	
Grade Nine	English Language Arts		Self-Care in Times of Grief	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Develop an awareness of the diversity within and across First Peoples societies represented in texts.	
Grade Ten	English Language Arts	ELA: Composition	Community	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	
Grade Ten	English Language Arts	ELA: Composition	Friendly Competition	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the diversity within and across First Peoples societies as represented in texts.	
Grade Ten	English Language Arts	ELA: Composition	New Year's Dance	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Ten	English Language Arts	ELA: Composition	Childhood Fun	Content: Students are expected to know the following:	Oral language strategies.	
Grade Ten	English Language Arts	ELA: Composition	Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts.	
Grade Ten	English Language Arts	ELA: Composition	Legends about qayx (Mink)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	See "Mink and Grey Bird".
Grade Ten	English Language Arts	ELA: Composition	Legends about qayx (Mink)	Content: Students are expected to know the following:	Literary elements and devices.	See "Mink and Wolf".
Grade Ten	English Language Arts	ELA: Composition	Colonialism	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	
Grade Ten	English Language Arts	ELA: Composition	Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Ten	English Language Arts	ELA: Composition	Segregation	Content: Students are expected to know the following:	Oral language strategies.	
Grade Ten	English Language Arts	ELA: Composition	Work and Welfare	Content: Students are expected to know the following:	Exploration of voice.	
Grade Ten	English Language Arts	ELA: Composition	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts.	See introductory section and "I Was a Number".
Grade Ten	English Language Arts	ELA: Composition	Residential School	Content: Students are expected to know the following:	Language features.	See "Little Soldiers".
Grade Ten	English Language Arts	ELA: Composition	Residential School	Content: Students are expected to know the following:	Exploration of voice.	See "Running Away" and "Robbed of their Children".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	ELA: Composition	The Police	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	
Grade Ten	English Language Arts	ELA: Composition	The Young Girl and Eleven Puppies	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Ten	English Language Arts	ELA: Composition	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Ten	English Language Arts	ELA: Composition	Where I Come From	Big Ideas	Language shapes ideas and influences others.	See "We All Have Our Unique Language".
Grade Ten	English Language Arts	ELA: Composition	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	See "You Pass on that Knowledge".
Grade Ten	English Language Arts	ELA: Composition	Legends about qayx (Mink)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Assess information for diverse purposes and from a variety of sources to inform writing.	See "Mink and Grey Bird".
Grade Ten	English Language Arts	ELA: Composition	Root Digging	Content: Students are expected to know the following:	Exploration of voice.	
Grade Ten	English Language Arts	ELA: Composition	Legends about qayx (Mink)	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	See "Mink and Whale".
Grade Ten	English Language Arts	ELA: Composition	Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Ten	English Language Arts	ELA: Composition	My Grandmother	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore how language constructs personal and cultural identities.	
Grade Ten	English Language Arts	ELA: Composition	Learning by Example	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Ten	English Language Arts	ELA: Composition	sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Ten	English Language Arts	ELA: Creative Writing	Legends about qayx (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Grey Bird".
Grade Ten	English Language Arts	ELA: Creative Writing	Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the diversity within and across First Peoples societies as represented in texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	ELA: Creative Writing	Salmon	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Ten	English Language Arts	ELA: Creative Writing	Old-Timers	Content: Students are expected to know the following:	Oral language strategies.	
Grade Ten	English Language Arts	ELA: Creative Writing	My Grandmother	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Access information for diverse purposes and from a variety of sources to inform writing.	
Grade Ten	English Language Arts	ELA: Creative Writing	Learning by Example	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Ten	English Language Arts	ELA: Creative Writing	Childhood Fun	Content: Students are expected to know the following:	Exploration of voice.	
Grade Ten	English Language Arts	ELA: Creative Writing	sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Ten	English Language Arts	ELA: Creative Writing	Legends about qayχ (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Grizzly".
Grade Ten	English Language Arts	ELA: Creative Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	See "We All Have Our Unique Language".
Grade Ten	English Language Arts	ELA: Creative Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore how language constructs personal and cultural identities.	See "You Pass on that Knowledge".
Grade Ten	English Language Arts	ELA: Creative Writing	Where I Come From	Content: Students are expected to know the following:	Reading strategies.	See "There's Proof Everywhere".
Grade Ten	English Language Arts	ELA: Creative Writing	Where I Come From	Content: Students are expected to know the following:	Oral language strategies.	See "I Know that is Our Piece of Land".
Grade Ten	English Language Arts	ELA: Creative Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	See "That's Where We Always Lived".
Grade Ten	English Language Arts	ELA: Creative Writing	t'łosəm and Herring	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Ten	English Language Arts	ELA: Creative Writing	Clam Digging	Content: Students are expected to know the following:	Elements of style.	
Grade Ten	English Language Arts	ELA: Creative Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	See "We Were Already Here".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	ELA: Creative Writing	Legends about qayx (Mink)	Big Ideas	Language shapes ideas and influences others.	See "Mink and Wolf".
Grade Ten	English Language Arts	ELA: Creative Writing	Friendly Competition	Content: Students are expected to know the following:	Language features.	
Grade Ten	English Language Arts	ELA: Creative Writing	New Year's Dance	Content: Students are expected to know the following:	Elements of style.	
Grade Ten	English Language Arts	ELA: Creative Writing	Childhood Fun	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Ten	English Language Arts	ELA: Creative Writing	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore how language constructs personal and cultural identities.	
Grade Ten	English Language Arts	ELA: Creative Writing	Standing Up for What I Believe In	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Ten	English Language Arts	ELA: Creative Writing	Legends about qayx (Mink)	Big Ideas	Creative writers are observant of the world.	See "Mink and Grizzly".
Grade Ten	English Language Arts	ELA: Creative Writing	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts.	
Grade Ten	English Language Arts	ELA: Creative Writing	Trading	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Ten	English Language Arts	ELA: Creative Writing	Segregation	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Ten	English Language Arts	ELA: Creative Writing	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	
Grade Ten	English Language Arts	ELA: Creative Writing	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	See introductory section and "I Was a Number".
Grade Ten	English Language Arts	ELA: Creative Writing	Residential School	Content: Students are expected to know the following:	Exploration of voice.	See "Little Soldiers".
Grade Ten	English Language Arts	ELA: Creative Writing	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes.	See "Running Away" and "Robbed of their Children".
Grade Ten	English Language Arts	ELA: Creative Writing	Making Homebrew	Content: Students are expected to know the following:	Elements of style.	



Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	ELA: Creative Writing	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Ten	English Language Arts	ELA: Creative Writing	qʷɔl ǰ'ε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Ten	English Language Arts	ELA: Creative Writing	Losing Baby Jane	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Ten	English Language Arts	ELA: Creative Writing	Self-Care in Times of Grief	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the diversity within and across First Peoples societies as represented in texts.	
Grade Ten	English Language Arts	ELA: Literary Studies	Wellness	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	
Grade Ten	English Language Arts	ELA: Literary Studies	sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Ten	English Language Arts	ELA: Literary Studies	Having a Healthy Pregnancy	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the diversity within and across First Peoples societies as represented in texts.	
Grade Ten	English Language Arts	ELA: Literary Studies	Medicine for Babies	Content: Students are expected to know the following:	Oral language strategies.	
Grade Ten	English Language Arts	ELA: Literary Studies	ǰ'ehǰ'ehλ ǰxʷ kʷλnetomot (You Thank the One Who Looks after All of Us)	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Ten	English Language Arts	ELA: Literary Studies	Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the influence of land/place in First Peoples societies as represented in texts.	
Grade Ten	English Language Arts	ELA: Literary Studies	He Got His Spirit Back	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts.	
Grade Ten	English Language Arts	ELA: Literary Studies	The Last Walk	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	ELA: Literary Studies	Offerings for the Ancestors	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize personal, social, and cultural contexts, as well as values and perspectives in texts.	
Grade Ten	English Language Arts	ELA: Literary Studies	Self-Care in Times of Grief	Content: Students are expected to know the following:	Exploration of voice.	
Grade Ten	English Language Arts	ELA: Literary Studies	Legends about qayx (Mink)	Big Ideas	People understand text differently depending on their worldviews and perspectives.	See "Mink and Wolf".
Grade Ten	English Language Arts	ELA: Literary Studies	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore the relevance, accuracy, and reliability of texts.	
Grade Ten	English Language Arts	ELA: Literary Studies	Friendly Competition	Content: Students are expected to know the following:	Oral language strategies.	
Grade Ten	English Language Arts	ELA: Literary Studies	New Year's Dance	Content: Students are expected to know the following:	Language features.	
Grade Ten	English Language Arts	ELA: Literary Studies	Childhood Fun	Content: Students are expected to know the following:	Elements of style.	
Grade Ten	English Language Arts	ELA: Literary Studies	Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the diversity within and across First Peoples societies as represented in texts.	
Grade Ten	English Language Arts	ELA: Literary Studies	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Ten	English Language Arts	ELA: Literary Studies	Legends about qayx (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Whale".
Grade Ten	English Language Arts	ELA: Literary Studies	Territory	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the diversity within and across First Peoples societies as represented in texts.	
Grade Ten	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the diversity within and across First Peoples societies as represented in texts.	See introductory section.
Grade Ten	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore the relevance, accuracy, and reliability of texts.	See "There's Proof Everywhere".
Grade Ten	English Language Arts	ELA: Literary Studies	Where I Come From	Content: Students are expected to know the following:	Language features.	See "I Know that is Our Piece of Land".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	ELA: Literary Studies	Where I Come From	Content: Students are expected to know the following:	Exploration of voice.	See "That's Where We Always Lived".
Grade Ten	English Language Arts	ELA: Literary Studies	t'ł̓osəm and Herring	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize personal, social, and cultural contexts, as well as values and perspectives in texts.	
Grade Ten	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the influence of land/place in First Peoples societies as represented in texts.	See "It Had A Lot of Use for Our People".
Grade Ten	English Language Arts	ELA: Literary Studies	Clam Digging	Content: Students are expected to know the following:	Oral language strategies.	
Grade Ten	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "We Were Always Here".
Grade Ten	English Language Arts	ELA: Literary Studies	Legends about qayχ (Mink)	Big Ideas	Language shapes ideas and influences others.	See "Mink and Grey Bird".
Grade Ten	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	See "We All Have Our Unique Language".
Grade Ten	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize personal, social, and cultural contexts, as well as values and perspectives in texts.	See "You Pass on that Knowledge".
Grade Ten	English Language Arts	ELA: Literary Studies	Salmon	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Ten	English Language Arts	ELA: Literary Studies	Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes.	
Grade Ten	English Language Arts	ELA: Literary Studies	My Grandmother	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Ten	English Language Arts	ELA: Literary Studies	Learning by Example	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Ten	English Language Arts	ELA: Literary Studies	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	

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Grade Ten	English Language Arts	ELA: Literary Studies	q <sup>w</sup> ul č'ε tawθem k <sup>w</sup> ut tamas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Ten	English Language Arts	ELA: Literary Studies	Losing Baby Jane	Content: Students are expected to know the following:	Exploration of voice.	
Grade Ten	English Language Arts	ELA: Literary Studies	Standing Up for What I Believe In	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Ten	English Language Arts	ELA: Literary Studies	Legends about qayx (Mink)	Big Ideas	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	See "Mink and Grizzly".
Grade Ten	English Language Arts	ELA: Literary Studies	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Ten	English Language Arts	ELA: Literary Studies	Segregation	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Ten	English Language Arts	ELA: Literary Studies	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	
Grade Ten	English Language Arts	ELA: Literary Studies	Residential School	Content: Students are expected to know the following:	Reading strategies.	See introductory section and "I Was A Number".
Grade Ten	English Language Arts	ELA: Literary Studies	Residential School	Content: Students are expected to know the following:	Oral language strategies.	See "Little Soldiers" and "Running Away".
Grade Ten	English Language Arts	ELA: Literary Studies	Residential School	Content: Students are expected to know the following:	Metacognitive strategies.	See "Running Away" and "Robbed of their Children".
Grade Ten	English Language Arts	ELA: Literary Studies	Making Homebrew	Content: Students are expected to know the following:	Elements of style.	
Grade Ten	English Language Arts	ELA: Literary Studies	The Young Girl and Eleven Puppies	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize personal, social, and cultural contexts, as well as values and perspectives in texts.	
Grade Ten	English Language Arts	ELA: Literary Studies	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	
Grade Ten	English Language Arts	ELA: New Media	Legends about qayx (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Cloud".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	ELA: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	
Grade Ten	English Language Arts	ELA: New Media	Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore diversity among First Peoples cultures, as represented in new media and other texts.	See <i>Kla Ah Men</i> .
Grade Ten	English Language Arts	ELA: New Media	Where I Come From	Content: Students are expected to know the following:	Features of multimodal texts.	See "There's Proof Everywhere".
Grade Ten	English Language Arts	ELA: New Media	Where I Come From	Content: Students are expected to know the following:	Interactivity.	See "I Know that is Our Piece of Land".
Grade Ten	English Language Arts	ELA: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Access information for diverse purposes and from a variety of sources to inform writing.	See "It Had A Lot of Use for Our People".
Grade Ten	English Language Arts	ELA: New Media	Clam Digging	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Ten	English Language Arts	ELA: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "We Were Already Here".
Grade Ten	English Language Arts	ELA: New Media	Legends about qayx (Mink)	Big Ideas	People understand text differently depending on their worldviews and perspectives.	See "Mink and Whale".
Grade Ten	English Language Arts	ELA: New Media	Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Ten	English Language Arts	ELA: New Media	Salmon	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Ten	English Language Arts	ELA: New Media	t'ı̄sə̄m and Herring	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Ten	English Language Arts	ELA: New Media	Berry Picking	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Ten	English Language Arts	ELA: New Media	sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts.	
Grade Ten	English Language Arts	ELA: New Media	Legends about qayx (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Grizzly".

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Grade Ten	English Language Arts	ELA: New Media	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore the relevance, accuracy, and reliability of texts.	
Grade Ten	English Language Arts	ELA: New Media	Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts	
Grade Ten	English Language Arts	ELA: New Media	Segregation	Content: Students are expected to know the following:	Multimedia presentations processes.	
Grade Ten	English Language Arts	ELA: New Media	Work and Welfare	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	
Grade Ten	English Language Arts	ELA: New Media	My Dog Patsy	Content: Students are expected to know the following:	Features of multimodal texts.	
Grade Ten	English Language Arts	ELA: New Media	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives. values, beliefs, and points of view.	See introductory section and "I Was a Number".
Grade Ten	English Language Arts	ELA: New Media	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	See "Little Soldiers".
Grade Ten	English Language Arts	ELA: New Media	Residential School	Content: Students are expected to know the following:	Metacognitive strategies.	See "Running Away" and "Robbed of their Children".
Grade Ten	English Language Arts	ELA: New Media	The Police	Content: Students are expected to know the following:	Interactivity.	
Grade Ten	English Language Arts	ELA: New Media	The Young Girl and Eleven Puppies	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore diversity among First Peoples cultures, as represented in new media and other texts.	
Grade Ten	English Language Arts	ELA: New Media	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Ten	English Language Arts	ELA: New Media	Legends about qayx (Mink)	Big Ideas	Language shapes ideas and influences others.	See "Mink and Grey Bird".
Grade Ten	English Language Arts	ELA: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore how language constructs personal and cultural identities.	See "We All Have Our Unique Language".
Grade Ten	English Language Arts	ELA: New Media	Where I Come From	Content: Students are expected to know the following:	Metacognitive strategies.	See "You Pass on that Knowledge".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	ELA: New Media	Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Ten	English Language Arts	ELA: New Media	My Grandmother	Content: Students are expected to know the following:	Citation techniques.	
Grade Ten	English Language Arts	ELA: New Media	Working Life	Content: Students are expected to know the following:	Literary techniques and devices.	
Grade Ten	English Language Arts	ELA: New Media	Losing Baby Jane	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Ten	English Language Arts	ELA: New Media	qʷul č'ε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore how language constructs personal and cultural identities.	
Grade Ten	English Language Arts	ELA: New Media	Standing Up for What I Believe In	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	
Grade Ten	English Language Arts	ELA: New Media	nohotəm (They Invited Them to the Feast)	Content: Students are expected to know the following:	Elements of style.	
Grade Ten	English Language Arts	ELA: Spoken Language	Legends about qayχ (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Whale".
Grade Ten	English Language Arts	ELA: Spoken Language	Root Digging	Content: Students are expected to know the following:	Oral text features and structures.	
Grade Ten	English Language Arts	ELA: Spoken Language	Clam Digging	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Ten	English Language Arts	ELA: Spoken Language	t'ıśosəm and Herring	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore the role of personal and social contexts, values, and perspectives in texts.	
Grade Ten	English Language Arts	ELA: Spoken Language	Gardens and Orchards	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Reading strategies.	
Grade Ten	English Language Arts	ELA: Spoken Language	Legends about qayχ (Mink)	Big Ideas	People understand text differently depending on their worldviews and perspectives.	See "Mink and Wolf".
Grade Ten	English Language Arts	ELA: Spoken Language	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	ELA: Spoken Language	Friendly Competition	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Ten	English Language Arts	ELA: Spoken Language	New Year's Dance	Content: Students are expected to know the following:	Reading strategies.	
Grade Ten	English Language Arts	ELA: Spoken Language	Childhood Fun	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts.	
Grade Ten	English Language Arts	ELA: Spoken Language	Coming of Age	Content: Students are expected to know the following:	First Peoples oral traditions and texts.	
Grade Ten	English Language Arts	ELA: Spoken Language	Twins Are Gifted	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Ten	English Language Arts	ELA: Spoken Language	The Last Walk	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Ten	English Language Arts	ELA: Spoken Language	Offerings for the Ancestors	Content: Students are expected to know the following:	Elements of style.	
Grade Ten	English Language Arts	ELA: Spoken Language	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore how language constructs personal and cultural identities.	
Grade Ten	English Language Arts	ELA: Spoken Language	Legends about qoyx (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Grizzly".
Grade Ten	English Language Arts	ELA: Spoken Language	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Access information for diverse purposes and from a variety of sources to inform writing.	
Grade Ten	English Language Arts	ELA: Spoken Language	Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore the role of personal and social contexts, values, and perspectives in texts.	
Grade Ten	English Language Arts	ELA: Spoken Language	Segregation	Content: Students are expected to know the following:	Presentation techniques.	
Grade Ten	English Language Arts	ELA: Spoken Language	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	
Grade Ten	English Language Arts	ELA: Spoken Language	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	See introductory section and "I Was a Number".



Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	ELA: Spoken Language	Residential School	Content: Students are expected to know the following:	Rhetorical devices.	See "Little Soldiers".
Grade Ten	English Language Arts	ELA: Spoken Language	Residential School	Content: Students are expected to know the following:	Persuasive techniques.	See "Running Away" and "Robbed of their Children".
Grade Ten	English Language Arts	ELA: Spoken Language	The Police	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	
Grade Ten	English Language Arts	ELA: Spoken Language	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Ten	English Language Arts	ELA: Spoken Language	Legends about qayx (Mink)	Big Ideas	Language shapes ideas and influences others.	See "Mink and Grey Bird".
Grade Ten	English Language Arts	ELA: Spoken Language	Where I Come From	Content: Students are expected to know the following:	First Peoples oral traditions and texts.	See "We All Have Our Unique Language".
Grade Ten	English Language Arts	ELA: Spoken Language	Where I Come From	Content: Students are expected to know the following:	Protocols related to ownership of First Peoples oral texts.	See "You Pass on That Knowledge".
Grade Ten	English Language Arts	ELA: Spoken Language	Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore how language constructs personal and cultural identities.	
Grade Ten	English Language Arts	ELA: Spoken Language	My Grandmother	Content: Students are expected to know the following:	Citation techniques.	
Grade Ten	English Language Arts	ELA: Spoken Language	Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore the role of personal and social contexts, values, and perspectives in texts.	
Grade Ten	English Language Arts	ELA: Spoken Language	Learning by Example	Content: Students are expected to know the following:	Features of oral language.	
Grade Ten	English Language Arts	ELA: Spoken Language	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Ten	English Language Arts	ELA: Spoken Language	Standing Up for What I Believe In	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	
Grade Ten	English Language Arts	ELA: Spoken Language	Legends about qayx (Mink)	Big Ideas	Voice is powerful and evocative.	See "Mink and Wolf".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	ELA: Spoken Language	sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Ten	English Language Arts	ELA: Spoken Language	He Got His Spirit Back	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Ten	English Language Arts	ELA: Spoken Language	qʷəl č'ε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore the role of personal and social contexts, values, and perspectives in texts.	
Grade Ten	English Language Arts	ELA: Spoken Language	Losing Baby Jane	Content: Students are expected to know the following:	Presentation techniques.	
Grade Ten	English Language Arts	ELA: Spoken Language	Self-Care in Times of Grief	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore how language constructs personal and cultural identities.	
Grade Ten	English Language Arts	EFP: Literary Studies	Legends about qayχ (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Wolf".
Grade Ten	English Language Arts	EFP: Literary Studies	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Ten	English Language Arts	EFP: Literary Studies	Friendly Competition	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	
Grade Ten	English Language Arts	EFP: Literary Studies	New Year's Dance	Content: Students are expected to know the following:	Form, function, and genre of texts.	
Grade Ten	English Language Arts	EFP: Literary Studies	Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Ten	English Language Arts	EFP: Literary Studies	Childhood Fun	Content: Students are expected to know the following:	Reading strategies.	
Grade Ten	English Language Arts	EFP: Literary Studies	Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	
Grade Ten	English Language Arts	EFP: Literary Studies	Twins Are Gifted	Content: Students are expected to know the following:	Elements of style.	
Grade Ten	English Language Arts	EFP: Literary Studies	The Last Walk	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the impact of personal, social, and cultural identities in First Peoples texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	EFP: Literary Studies	Offerings for the Ancestors	Content: Students are expected to know the following:	Purposes of First Peoples oral texts.	
Grade Ten	English Language Arts	EFP: Literary Studies	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Examine how literary elements, techniques, and devices enhance and shape meaning and impact.	
Grade Ten	English Language Arts	EFP: Literary Studies	Legends about qayχ (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Whale".
Grade Ten	English Language Arts	EFP: Literary Studies	Territory	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Ten	English Language Arts	EFP: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	See introductory section.
Grade Ten	English Language Arts	EFP: Literary Studies	Where I Come From	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	See "There's Proof Everywhere".
Grade Ten	English Language Arts	EFP: Literary Studies	Where I Come From	Content: Students are expected to know the following:	Form, function, and genre of texts.	See "I Know that is Our Piece of Land".
Grade Ten	English Language Arts	EFP: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the impact of personal, social, and cultural identities in First Peoples texts.	See "That's Where We Always Lived".
Grade Ten	English Language Arts	EFP: Literary Studies	Where I Come From	Content: Students are expected to know the following:	Reading strategies.	See "It Had A Lot of Use for Our People".
Grade Ten	English Language Arts	EFP: Literary Studies	Clam Digging	Content: Students are expected to know the following:	Oral language strategies.	
Grade Ten	English Language Arts	EFP: Literary Studies	t'łosəm and Herring	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Ten	English Language Arts	EFP: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "We Were Always Here".
Grade Ten	English Language Arts	EFP: Literary Studies	Legends about qayχ (Mink)	Big Ideas	First Peoples texts and stories provide insight into key aspects of Canada's past, present, and future.	See "Mink and Grizzly".
Grade Ten	English Language Arts	EFP: Literary Studies	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Ten	English Language Arts	EFP: Literary Studies	Trading	Content: Students are expected to know the following:	Metacognitive strategies.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	EFP: Literary Studies	Segregation	Content: Students are expected to know the following:	Form, function, and genre of texts.	
Grade Ten	English Language Arts	EFP: Literary Studies	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Ten	English Language Arts	EFP: Literary Studies	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different forms, structures, and features of texts reflect diverse purposes, audiences, and messages.	See introductory section and "I Was a Number".
Grade Ten	English Language Arts	EFP: Literary Studies	Residential School	Content: Students are expected to know the following:	Oral language strategies.	See "Little Soldiers".
Grade Ten	English Language Arts	EFP: Literary Studies	Residential School	Content: Students are expected to know the following:	Literary elements and devices.	See "Running Away" and "Robbed of their Children".
Grade Ten	English Language Arts	EFP: Literary Studies	The Police	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Examine how literary elements, techniques, and devices enhance and shape meaning and impact.	
Grade Ten	English Language Arts	EFP: Literary Studies	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes.	
Grade Ten	English Language Arts	EFP: Literary Studies	Legends about qayx (Mink)	Big Ideas	Self-representation through authentic First Peoples text is a means to foster justice.	See "Mink and Grizzly".
Grade Ten	English Language Arts	EFP: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the diversity within and across First Peoples societies as represented in texts.	See "We All Have Our Unique Language".
Grade Ten	English Language Arts	EFP: Literary Studies	Where I Come From	Content: Students are expected to know the following:	Purposes of First Peoples oral texts.	See "You Pass on that Knowledge".
Grade Ten	English Language Arts	EFP: Literary Studies	Salmon	Content: Students are expected to know the following:	Form, function, and genre of texts.	
Grade Ten	English Language Arts	EFP: Literary Studies	Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Ten	English Language Arts	EFP: Literary Studies	My Grandmother	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	
Grade Ten	English Language Arts	EFP: Literary Studies	sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Mtacognitive strategies.	
Grade Ten	English Language Arts	EFP: Literary Studies	Working Life	Content: Students are expected to know the following:	Elements of style.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	EFP: Literary Studies	qʷul čʷε towθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Ten	English Language Arts	EFP: Literary Studies	Losing Baby Jane	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes.	
Grade Ten	English Language Arts	EFP: Literary Studies	Standing Up for What I Believe In	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Ten	English Language Arts	EFP: Literary Studies	The Young Girl and Eleven Puppies	Content: Students are expected to know the following:	Literal and inferential meaning.	
Grade Ten	English Language Arts	EFP: New Media	Legends about qayχ (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Grey Bird".
Grade Ten	English Language Arts	EFP: New Media	Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Ten	English Language Arts	EFP: New Media	Salmon	Content: Students are expected to know the following:	Purposes of oral texts.	
Grade Ten	English Language Arts	EFP: New Media	Seal Oil	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	
Grade Ten	English Language Arts	EFP: New Media	Friendly Competition	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts.	
Grade Ten	English Language Arts	EFP: New Media	New Year's Dance	Content: Students are expected to know the following:	Reading strategies.	
Grade Ten	English Language Arts	EFP: New Media	Childhood Fun	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Ten	English Language Arts	EFP: New Media	Coming of Age	Content: Students are expected to know the following:	Form, function, and genre of new media and other texts.	
Grade Ten	English Language Arts	EFP: New Media	Twins Are Gifted	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore the impact of personal and cultural contexts, values, and perspectives in texts.	
Grade Ten	English Language Arts	EFP: New Media	Offerings for the Ancestors	Content: Students are expected to know the following:	Oral language strategies.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	EFP: New Media	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Ten	English Language Arts	EFP: New Media	Legends about qayχ (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Whale".
Grade Ten	English Language Arts	EFP: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore the impact of personal and cultural contexts, values, and perspectives in texts.	See introductory section.
Grade Ten	English Language Arts	EFP: New Media	Where I Come From	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	See "There's Proof Everywhere".
Grade Ten	English Language Arts	EFP: New Media	Where I Come From	Content: Students are expected to know the following:	Elements of style.	See "I Know that is Our Piece of Land".
Grade Ten	English Language Arts	EFP: New Media	Where I Come From	Content: Students are expected to know the following:	Form, function, and genre of new media and other texts.	See "That's Where We Always Lived."
Grade Ten	English Language Arts	EFP: New Media	Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Examine how specific new media techniques and devices enhance and shape meaning and impact.	
Grade Ten	English Language Arts	EFP: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different forms, structures, and features of texts reflect diverse purposes, audiences, and messages.	See "It Had A Lot of Use for Our People".
Grade Ten	English Language Arts	EFP: New Media	t'łosəm and Herring	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Ten	English Language Arts	EFP: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	See "We Were Always Here".
Grade Ten	English Language Arts	EFP: New Media	Legends about qayχ (Mink)	Big Ideas	Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes.	See "Mink and Grizzly".
Grade Ten	English Language Arts	EFP: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts.	See "We All Have Our Unique Language".
Grade Ten	English Language Arts	EFP: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	See "You Pass on that Knowledge".
Grade Ten	English Language Arts	EFP: New Media	Old-Timers	Content: Students are expected to know the following:	Reading strategies.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	EFP: New Media	My Grandmother	Content: Students are expected to know the following:	Citations and acknowledgments.	
Grade Ten	English Language Arts	EFP: New Media	sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Ten	English Language Arts	EFP: New Media	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore the impact of personal and cultural contexts, values, and perspectives in texts.	
Grade Ten	English Language Arts	EFP: New Media	Losing Baby Jane	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	
Grade Ten	English Language Arts	EFP: New Media	qʷul čʷε towθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Protocols related to ownership of First Peoples oral texts.	
Grade Ten	English Language Arts	EFP: New Media	Standing Up for What I Believe In	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Ten	English Language Arts	EFP: Spoken Language	Legends about qayχ (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Whale".
Grade Ten	English Language Arts	EFP: Spoken Language	Territory	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives. values, beliefs, and points of view.	
Grade Ten	English Language Arts	EFP: Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the diversity within and across First Peoples societies as represented in texts.	See introductory section.
Grade Ten	English Language Arts	EFP: Spoken Language	Where I Come From	Content: Students are expected to know the following:	Purposes of First Peoples oral texts.	See "There's Proof Everywhere".
Grade Ten	English Language Arts	EFP: Spoken Language	Root Digging	Content: Students are expected to know the following:	A variety of First Peoples texts.	
Grade Ten	English Language Arts	EFP: Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	See "I Know that is Our Piece of Land".
Grade Ten	English Language Arts	EFP: Spoken Language	Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend oral and other texts.	
Grade Ten	English Language Arts	EFP: Spoken Language	Where I Come From	Content: Students are expected to know the following:	Acknowledgement of territory.	See "That's Where We Always Lived".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	EFP: Spoken Language	t'ł̓osəm and Herring	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	
Grade Ten	English Language Arts	EFP: Spoken Language	Berry Picking	Content: Students are expected to know the following:	Form, function, and genre of oral and other texts.	
Grade Ten	English Language Arts	EFP: Spoken Language	Where I Come From	Content: Students are expected to know the following:	Situating oneself in relation to others and place.	See "We Were Already Here".
Grade Ten	English Language Arts	EFP: Spoken Language	Legends about qayχ (Mink)	Big Ideas	Voice is powerful and evocative.	See "Mink and Grey Bird".
Grade Ten	English Language Arts	EFP: Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how language constructs and reflects personal and cultural identities.	See "We All Have Our Unique Language".
Grade Ten	English Language Arts	EFP: Spoken Language	Where I Come From	Content: Students are expected to know the following:	Purposes of First Peoples oral texts.	See "You Pass on that Knowledge".
Grade Ten	English Language Arts	EFP: Spoken Language	Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different forms, structures, and features of oral and other texts reflect diverse purposes, audiences, and messages.	
Grade Ten	English Language Arts	EFP: Spoken Language	Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explain the role of oral traditions in First Peoples cultures, in historical and contemporary contexts.	
Grade Ten	English Language Arts	EFP: Spoken Language	My Grandmother	Content: Students are expected to know the following:	Form, function, and genre of oral and other texts.	
Grade Ten	English Language Arts	EFP: Spoken Language	sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the influence of land/place in First Peoples oral texts.	
Grade Ten	English Language Arts	EFP: Spoken Language	Learning by Example	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Ten	English Language Arts	EFP: Spoken Language	He Got His Spirit Back	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Literary elements and devices.	
Grade Ten	English Language Arts	EFP: Spoken Language	Legends about qayχ (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Wolf".
Grade Ten	English Language Arts	EFP: Spoken Language	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different forms, structures, and features of oral and other texts reflect diverse purposes, audiences, and messages.	



Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	EFP: Spoken Language	Friendly Competition	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore the impact of personal and cultural contexts, values, and perspectives in oral texts.	
Grade Ten	English Language Arts	EFP: Spoken Language	New Year's Dance	Content: Students are expected to know the following:	Elements of style.	
Grade Ten	English Language Arts	EFP: Spoken Language	Childhood Fun	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Ten	English Language Arts	EFP: Spoken Language	Seal Oil	Content: Students are expected to know the following:	Reading strategies.	
Grade Ten	English Language Arts	EFP: Spoken Language	Gardens and Orchards	Content: Students are expected to know the following:	Oral language strategies.	
Grade Ten	English Language Arts	EFP: Spoken Language	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Ten	English Language Arts	EFP: Spoken Language	Standing Up for What I Believe In	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Ten	English Language Arts	EFP: Spoken Language	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how language constructs and reflects personal and cultural identities.	
Grade Ten	English Language Arts	EFP: Spoken Language	Legends about qayx (Mink)	Big Ideas	First Peoples oral text plays a role within the process of Reconciliation.	See "Mink and Grizzly".
Grade Ten	English Language Arts	EFP: Spoken Language	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore the impact of personal and cultural contexts, values, and perspectives in oral texts.	
Grade Ten	English Language Arts	EFP: Spoken Language	Trading	Content: Students are expected to know the following:	A variety of First Peoples texts.	
Grade Ten	English Language Arts	EFP: Spoken Language	Segregation	Content: Students are expected to know the following:	Situating oneself in relation to others and place.	
Grade Ten	English Language Arts	EFP: Spoken Language	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Ten	English Language Arts	EFP: Spoken Language	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore the impact of personal, social, and cultural contexts, values, and perspectives in oral texts.	See introductory section and "I Was a Number".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	EFP: Spoken Language	Residential School	Content: Students are expected to know the following:	Form, function, and genre of oral and other texts.	See "Little Soldiers".
Grade Ten	English Language Arts	EFP: Spoken Language	Residential School	Content: Students are expected to know the following:	Metacognitive strategies.	See "Running Away" and "Robbed of their Children".
Grade Ten	English Language Arts	EFP: Spoken Language	The Police	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Presentation and performance techniques.	
Grade Ten	English Language Arts	EFP: Spoken Language	qʷul ɕ'ε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how language constructs and reflects personal and cultural identities.	
Grade Ten	English Language Arts	EFP: Spoken Language	The Last Walk	Content: Students are expected to know the following:	Oral language strategies.	
Grade Ten	English Language Arts	EFP: Spoken Language	Self-Care in Times of Grief	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Ten	English Language Arts	EFP: Spoken Language	Recovery	Content: Students are expected to know the following:	Rhetorical devices.	
Grade Ten	English Language Arts	EFP: Writing	Legends about qayx (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Coud".
Grade Ten	English Language Arts	EFP: Writing	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Ten	English Language Arts	EFP: Writing	Friendly Competition	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	
Grade Ten	English Language Arts	EFP: Writing	New Year's Dance	Content: Students are expected to know the following:	Reading strategies.	
Grade Ten	English Language Arts	EFP: Writing	Childhood Fun	Content: Students are expected to know the following:	Oral language strategies.	
Grade Ten	English Language Arts	EFP: Writing	Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the diversity within and across First Peoples societies as represented in texts.	See <i>Klah Ah Men</i> .
Grade Ten	English Language Arts	EFP: Writing	Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Ten	English Language Arts	EFP: Writing	Root Digging	Content: Students are expected to know the following:	Metacognitive strategies.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	EFP: Writing	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore how language constructs personal and cultural identities.	
Grade Ten	English Language Arts	EFP: Writing	Legends about qayχ (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Whale".
Grade Ten	English Language Arts	EFP: Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies in a variety of context to guide inquiry, extend thinking, and comprehend texts.	See introductory section.
Grade Ten	English Language Arts	EFP: Writing	Where I Come From	Content: Students are expected to know the following:	Citations and acknowledgments.	See "There's Proof Everywhere".
Grade Ten	English Language Arts	EFP: Writing	Where I Come From	Content: Students are expected to know the following:	Writing processes.	See "I Know that is Our Piece of Land".
Grade Ten	English Language Arts	EFP: Writing	t'ł̓osəm and Herring	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Ten	English Language Arts	EFP: Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how different forms, structures, and features of texts reflect diverse purposes, audiences, and messages.	See "It Had A Lot of Uses for Our People".
Grade Ten	English Language Arts	EFP: Writing	Clam Digging	Content: Students are expected to know the following:	Elements of style.	
Grade Ten	English Language Arts	EFP: Writing	Berry Picking	Content: Students are expected to know the following:	Reading strategies.	
Grade Ten	English Language Arts	EFP: Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "We Were Already Here".
Grade Ten	English Language Arts	EFP: Writing	Legends about qayχ (Mink)	Big Ideas	Self-representation through authentic First Peoples text is a means to foster justice.	See "Mink and Grey Bird".
Grade Ten	English Language Arts	EFP: Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Explore how language constructs personal and cultural identities.	See "We All Have Our Unique Language".
Grade Ten	English Language Arts	EFP: Writing	Where I Come From	Content: Students are expected to know the following:	Form, function, and genre of texts.	See "You Pass on that Knowledge".
Grade Ten	English Language Arts	EFP: Writing	Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	EFP: Writing	My Grandmother	Content: Students are expected to know the following:	Citations and acknowledgments.	
Grade Ten	English Language Arts	EFP: Writing	sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts.	
Grade Ten	English Language Arts	EFP: Writing	Working Life	Content: Students are expected to know the following:	Elements of style.	
Grade Ten	English Language Arts	EFP: Writing	qʷul ɕʻε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Ten	English Language Arts	EFP: Writing	Losing Baby Jane	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Ten	English Language Arts	EFP: Writing	Standing Up for What I Believe In	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	
Grade Ten	English Language Arts	EFP: Writing	Legends about qayχ (Mink)	Big Ideas	First Peoples texts play a role within the process of Reconciliation.	See "Mink and Wolf".
Grade Ten	English Language Arts	EFP: Writing	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Ten	English Language Arts	EFP: Writing	Segregation	Content: Students are expected to know the following:	Purposes of First Peoples oral texts.	
Grade Ten	English Language Arts	EFP: Writing	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts.	
Grade Ten	English Language Arts	EFP: Writing	My Dog Patsy	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	
Grade Ten	English Language Arts	EFP: Writing	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Access information for diverse purposes and from a variety of sources to inform writing.	See introductory section and "I Was a Number".
Grade Ten	English Language Arts	EFP: Writing	Residential School	Content: Students are expected to know the following:	Oral language strategies.	See "Little Soldiers".
Grade Ten	English Language Arts	EFP: Writing	Residential School	Content: Students are expected to know the following:	Metacognitive strategies.	See "Running Away" and "Robbed of their Children".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Ten	English Language Arts	EFP: Writing	The Police	Content: Students are expected to know the following:	Form, function, and genre of texts.	
Grade Ten	English Language Arts	EFP: Writing	Self-Care in Times of Grief	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Ten	English Language Arts	EFP: Writing	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Eleven	English Language Arts	ELA: Composition	Legends about qayx (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Cloud".
Grade Eleven	English Language Arts	ELA: Composition	Wellness	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the diversity within and across First Peoples societies, as represented in texts.	
Grade Eleven	English Language Arts	ELA: Composition	sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	
Grade Eleven	English Language Arts	ELA: Composition	Having a Healthy Pregnancy	Content: Students are expected to know the following:	Form, function, and genre of texts.	
Grade Eleven	English Language Arts	ELA: Composition	Medicine for Babies	Content: Students are expected to know the following:	Oral language strategies.	
Grade Eleven	English Language Arts	ELA: Composition	č'ehč'eha čxʷ kʷʌnetomot (You Thank the One Who Looks after All of Us)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking.	
Grade Eleven	English Language Arts	ELA: Composition	Berry Picking	Content: Students are expected to know the following:	Reading strategies.	
Grade Eleven	English Language Arts	ELA: Composition	Twins Are Gifted	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the diversity within and across First Peoples societies, as represented in texts.	
Grade Eleven	English Language Arts	ELA: Composition	The Last Walk	Content: Students are expected to know the following:	Elements of style.	
Grade Eleven	English Language Arts	ELA: Composition	Offerings for the Ancestors	Content: Students are expected to know the following:	Protocols related to the ownership of First Peoples oral texts.	
Grade Eleven	English Language Arts	ELA: Composition	Self-Care in Times of Grief	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: Composition	Legends about qayx (Mink)	Big Ideas	People understand text differently depending on their worldviews and perspectives.	See "Mink and Grey Bird".
Grade Eleven	English Language Arts	ELA: Composition	Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Access information for diverse purposes and from a variety of sources to inform writing.	
Grade Eleven	English Language Arts	ELA: Composition	Root Digging	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	
Grade Eleven	English Language Arts	ELA: Composition	Salmon	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Eleven	English Language Arts	ELA: Composition	Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand how different forms, formats, structures, and features of oral texts enhance and shape meaning and impact.	
Grade Eleven	English Language Arts	ELA: Composition	My Grandmother	Content: Students are expected to know the following:	Citation techniques.	
Grade Eleven	English Language Arts	ELA: Composition	Learning by Example	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand how language constructs personal, social, and cultural identities.	
Grade Eleven	English Language Arts	ELA: Composition	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Eleven	English Language Arts	ELA: Composition	Standing Up for What I Believe In	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact.	
Grade Eleven	English Language Arts	ELA: Composition	Legends about qayx (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Whale".
Grade Eleven	English Language Arts	ELA: Composition	Territory	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Eleven	English Language Arts	ELA: Composition	Where I Come From	Content: Students are expected to know the following:	Understand the influence of land/place in First Peoples and other Canadian texts.	See introductory section.
Grade Eleven	English Language Arts	ELA: Composition	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate the relevance, accuracy, and reliability of texts.	See "There's Proof Everywhere".
Grade Eleven	English Language Arts	ELA: Composition	Where I Come From	Content: Students are expected to know the following:	Elements of style.	See "I Know that is Our Piece of Land".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: Composition	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate the relevance, accuracy, and reliability of texts.	See "That's Where We Always Lived".
Grade Eleven	English Language Arts	ELA: Composition	Gardens and Orchards	Content: Students are expected to know the following:	Oral language strategies.	
Grade Eleven	English Language Arts	ELA: Composition	Seal Oil	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Eleven	English Language Arts	ELA: Composition	Where I Come From	Content: Students are expected to know the following:	Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact.	See "We Were Already Here".
Grade Eleven	English Language Arts	ELA: Composition	Legends about qayx (Mink)	Big Ideas	Language shapes ideas and influences others.	See "Mink and Salal".
Grade Eleven	English Language Arts	ELA: Composition	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the diversity within and across First Peoples societies, as represented in texts.	See "We All Have Our Unique Language".
Grade Eleven	English Language Arts	ELA: Composition	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand how language constructs personal, social, and cultural identities.	See "You Pass on that Knowledge".
Grade Eleven	English Language Arts	ELA: Composition	He Got His Spirit Back	Content: Students are expected to know the following:	Form, function, and genre of texts.	
Grade Eleven	English Language Arts	ELA: Composition	Legends about qayx (Mink)	Big Ideas	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	See "Mink and Grizzly".
Grade Eleven	English Language Arts	ELA: Composition	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Eleven	English Language Arts	ELA: Composition	Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Access information for diverse purposes and from a variety of sources to inform writing.	
Grade Eleven	English Language Arts	ELA: Composition	Segregation	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking.	
Grade Eleven	English Language Arts	ELA: Composition	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Eleven	English Language Arts	ELA: Composition	My Dog Patsy	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: Composition	Childhood Fun	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Eleven	English Language Arts	ELA: Composition	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand how different forms, formats, structures, and features of oral texts enhance and shape meaning and impact.	See introductory section and "I Was a Number".
Grade Eleven	English Language Arts	ELA: Composition	Residential School	Content: Students are expected to know the following:	Language features.	See "Little Soldiers".
Grade Eleven	English Language Arts	ELA: Composition	Residential School	Content: Students are expected to know the following:	Literary elements and devices.	See "Running Away" and "Robbed of their Children".
Grade Eleven	English Language Arts	ELA: Composition	The Police	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Eleven	English Language Arts	ELA: Composition	qʷəl č'ε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand how language constructs personal, social, and cultural identities.	
Grade Eleven	English Language Arts	ELA: Composition	Losing Baby Jane	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Eleven	English Language Arts	ELA: Composition	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Eleven	English Language Arts	ELA: Composition	Legends about qayχ (Mink)	Big Ideas	People are empowered by being able to communicate effectively.	See "Mink and Wolf".
Grade Eleven	English Language Arts	ELA: Creative Writing	Legends about qayχ (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Wolf".
Grade Eleven	English Language Arts	ELA: Creative Writing	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Friendly Competition	Content: Students are expected to know the following:	Elements of visual/graphic texts.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Childhood Fun	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the diversity within and across First Peoples societies, as represented in texts.	



Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: Creative Writing	Twins Are Gifted	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Legends about qayx (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Whale".
Grade Eleven	English Language Arts	ELA: Creative Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	See introductory section.
Grade Eleven	English Language Arts	ELA: Creative Writing	Where I Come From	Content: Students are expected to know the following:	Oral language strategies.	See "There's Proof Everywhere".
Grade Eleven	English Language Arts	ELA: Creative Writing	Where I Come From	Content: Students are expected to know the following:	Reading strategies.	See "I Know that is Our Piece of Land".
Grade Eleven	English Language Arts	ELA: Creative Writing	Where I Come From	Content: Students are expected to know the following:	Metacognitive strategies.	See "That's Where We Always Lived".
Grade Eleven	English Language Arts	ELA: Creative Writing	Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	See <i>Kla Ah Men</i>
Grade Eleven	English Language Arts	ELA: Creative Writing	Where I Come From	Content: Students are expected to know the following:	Elements of style.	See "It Had A Lot of Use for Our People".
Grade Eleven	English Language Arts	ELA: Creative Writing	t'łosəm and Herring	Content: Students are expected to know the following:	Exploration of voice.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "We Were Already Here".
Grade Eleven	English Language Arts	ELA: Creative Writing	He Got His Spirit Back	Big Ideas	Language shapes ideas and influences others.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how language constructs and reflects personal and cultural identities.	See "We All Have Our Unique Language".
Grade Eleven	English Language Arts	ELA: Creative Writing	Where I Come From	Content: Students are expected to know the following:	Form, function, and genre of texts.	See "You Pass on that Knowledge".
Grade Eleven	English Language Arts	ELA: Creative Writing	Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Clam Digging	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: Creative Writing	Old-Timers	Content: Students are expected to know the following:	Protocols related to ownership of First Peoples oral texts.	
Grade Eleven	English Language Arts	ELA: Creative Writing	The Last Walk	Content: Students are expected to know the following:	Reading strategies.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Offerings for the Ancestors	Content: Students are expected to know the following:	Elements of style.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Legends about qayχ (Mink)	Big Ideas	Creative writers are observant of the world.	See "Mink and Grey Bird".
Grade Eleven	English Language Arts	ELA: Creative Writing	Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the diversity within and across First Peoples societies, as represented in texts.	
Grade Eleven	English Language Arts	ELA: Creative Writing	My Grandmother	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Eleven	English Language Arts	ELA: Creative Writing	sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Oral language strategies.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Learning by Example	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Eleven	English Language Arts	ELA: Creative Writing	qʷul čʻε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Losing Baby Jane	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and increasing range of text structures and how they contribute to meaning.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Self-Care in Times of Grief	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Legends about qayχ (Mink)	Big Ideas	Writers write for audiences and real world purpose.	See "Mink and Grizzly".
Grade Eleven	English Language Arts	ELA: Creative Writing	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: Creative Writing	Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Segregation	Content: Students are expected to know the following:	Reading strategies.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Seal Oil	Content: Students are expected to know the following:	Oral language strategies.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	See introductory section and "I Was a Number".
Grade Eleven	English Language Arts	ELA: Creative Writing	Residential School	Content: Students are expected to know the following:	Elements of style.	See "Little Solders".
Grade Eleven	English Language Arts	ELA: Creative Writing	Residential School	Content: Students are expected to know the following:	Exploration of voice.	See "Running Away" and "Robbed of their Children".
Grade Eleven	English Language Arts	ELA: Creative Writing	Making Homebrew	Content: Students are expected to know the following:	Elements of visual/graphic texts.	
Grade Eleven	English Language Arts	ELA: Creative Writing	The Police	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and increasing range of text structures and how they contribute to meaning.	
Grade Eleven	English Language Arts	ELA: Creative Writing	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Legends about qayx (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Cloud".
Grade Eleven	English Language Arts	ELA: Literary Studies	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Friendly Competition	Content: Students are expected to know the following:	Form, function, and genre of texts.	
Grade Eleven	English Language Arts	ELA: Literary Studies	New Year's Dance	Content: Students are expected to know the following:	Elements of visual/graphic texts.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Clam Digging	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: Literary Studies	Childhood Fun	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Read for enjoyment and to achieve personal goals.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the diversity within and across First Peoples societies, as represented in texts.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Twins Are Gifted	Content: Students are expected to know the following:	Oral language strategies.	
Grade Eleven	English Language Arts	ELA: Literary Studies	The Last Walk	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Offerings for the Ancestors	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Eleven	English Language Arts	ELA: Literary Studies	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Legends about qayχ (Mink)	Big Ideas	People understand text differently depending on their worldviews and perspectives.	See "Mink and Whale".
Grade Eleven	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	See introductory section.
Grade Eleven	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate the relevance, accuracy, and reliability of texts.	See "There's Proof Everywhere".
Grade Eleven	English Language Arts	ELA: Literary Studies	t'ı̄səsm and Herring	Content: Students are expected to know the following:	Elements of style.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate the relevance, accuracy, and reliability of texts.	See "I Know that Piece of Land is Ours".
Grade Eleven	English Language Arts	ELA: Literary Studies	Where I Come From	Content: Students are expected to know the following:	Citation techniques.	See "That's Where We Always Lived".
Grade Eleven	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	See "It Had A Lot of Use for Our People".
Grade Eleven	English Language Arts	ELA: Literary Studies	Berry Picking	Content: Students are expected to know the following:	Oral language strategies.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: Literary Studies	Seal Oil	Content: Students are expected to know the following:	Reading strategies.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Discern nuances in the meaning of words, considering social, political, historical, and literary contexts.	See "We Were Already Here".
Grade Eleven	English Language Arts	ELA: Literary Studies	Territory	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand personal, social, and cultural contexts, values, and perspectives in texts, including culture, gender, sexual orientation, and socio-economic factors.	
Grade Eleven	English Language Arts	ELA: Literary Studies	sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Form, function, and genre of texts.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Medicine for Babies	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Having a Healthy Pregnancy	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Access information for diverse purposes and from a variety of sources.	
Grade Eleven	English Language Arts	ELA: Literary Studies	č'ehč'ehA čx™ k™Anetomot (You Thank the One Who Looks after All of Us)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Legends about qayχ (Mink)	Big Ideas	Language shapes ideas and influences others.	See "Mink and Grey Bird".
Grade Eleven	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand personal, social, and cultural contexts, values, and perspectives in texts, including culture, gender, sexual orientation, and socio-economic factors.	See "We All Have Our Unique Language".
Grade Eleven	English Language Arts	ELA: Literary Studies	Where I Come From	Content: Students are expected to know the following:	Protocols related to the ownership of First Peoples oral texts.	See "You Pass on that Knowledge".
Grade Eleven	English Language Arts	ELA: Literary Studies	Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand how language constructs personal, social, and cultural identities.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Old-Timers	Content: Students are expected to know the following:	Protocols related to ownership of First Peoples oral texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: Literary Studies	My Grandmother	Content: Students are expected to know the following:	Citation techniques.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Learning by Example	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Eleven	English Language Arts	ELA: Literary Studies	qʷul č'ε towθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Losing Baby Jane	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Standing Up for What I Believe In	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Legends about qayχ (Mink)	Big Ideas	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	See "Mink and Grizzly".
Grade Eleven	English Language Arts	ELA: Literary Studies	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Trading	Content: Students are expected to know the following:	Elements of style.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Segregation	Content: Students are expected to know the following:	Form, function, and genre of texts.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand personal, social, and cultural contexts, values, and perspectives in texts, including culture, gender, sexual orientation, and socio-economic factors.	
Grade Eleven	English Language Arts	ELA: Literary Studies	My Dog Patsy	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Read for enjoyment and to achieve personal goals.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	See introductory section and "I Was a Number".
Grade Eleven	English Language Arts	ELA: Literary Studies	Residential School	Content: Students are expected to know the following:	Reading strategies.	See "Little Soldiers".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: Literary Studies	Residential School	Content: Students are expected to know the following:	Oral language strategies.	See "Running Away" and "Robbed of their Children".
Grade Eleven	English Language Arts	ELA: Literary Studies	The Police	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking.	
Grade Eleven	English Language Arts	ELA: Literary Studies	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Eleven	English Language Arts	ELA: New Media	Legends about qayχ (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Eagle".
Grade Eleven	English Language Arts	ELA: New Media	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the diversity within and across First Peoples societies, as represented in texts.	
Grade Eleven	English Language Arts	ELA: New Media	Friendly Competition	Content: Students are expected to know the following:	Form, function, and genre of multimedia.	
Grade Eleven	English Language Arts	ELA: New Media	New Year's Dance	Content: Students are expected to know the following:	Elements of visual/graphic texts.	
Grade Eleven	English Language Arts	ELA: New Media	Childhood Fun	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Eleven	English Language Arts	ELA: New Media	Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the influence of land/place in First Peoples and other Canadian texts.	
Grade Eleven	English Language Arts	ELA: New Media	Twins Are Gifted	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Eleven	English Language Arts	ELA: New Media	Offerings for the Ancestors	Content: Students are expected to know the following:	Protocols related to ownership of First Peoples oral texts.	
Grade Eleven	English Language Arts	ELA: New Media	nohotām (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how literary elements and new media techniques and devices reflect different purposes and audiences.	
Grade Eleven	English Language Arts	ELA: New Media	Legends about qayχ (Mink)	Big Ideas	People understand text differently depending on their worldviews and perspectives.	See "Mink and Whale".
Grade Eleven	English Language Arts	ELA: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the influence of land/place in First Peoples and other Canadian texts.	See introductory section.

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: New Media	Where I Come From	Content: Students are expected to know the following:	Citation techniques.	See "There's Proof Everywhere".
Grade Eleven	English Language Arts	ELA: New Media	Rowing with maksema	Content: Students are expected to know the following:	Relationships between form, function, and technology.	See <i>Kla Ah Men</i> .
Grade Eleven	English Language Arts	ELA: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the influence of land/place in First Peoples and other Canadian texts.	See "I Know that is Our Piece of Land".
Grade Eleven	English Language Arts	ELA: New Media	t'łsoəm and Herring	Content: Students are expected to know the following:	Oral language strategies.	
Grade Eleven	English Language Arts	ELA: New Media	Where I Come From	Content: Students are expected to know the following:	Metacognitive strategies.	See "It Had A Lot of Uses for Our People".
Grade Eleven	English Language Arts	ELA: New Media	Clam Digging	Content: Students are expected to know the following:	Multimodal reading strategies.	
Grade Eleven	English Language Arts	ELA: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how literary elements and new media techniques and devices reflect different purposes and audiences.	See "We Were Already Here".
Grade Eleven	English Language Arts	ELA: New Media	Legends about qayx (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Wolf".
Grade Eleven	English Language Arts	ELA: New Media	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	
Grade Eleven	English Language Arts	ELA: New Media	Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes.	
Grade Eleven	English Language Arts	ELA: New Media	Segregation	Content: Students are expected to know the following:	Multimodal reading strategies.	
Grade Eleven	English Language Arts	ELA: New Media	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	
Grade Eleven	English Language Arts	ELA: New Media	My Dog Patsy	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Eleven	English Language Arts	ELA: New Media	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	See introductory section and "I Was a Number".
Grade Eleven	English Language Arts	ELA: New Media	Residential School	Content: Students are expected to know the following:	Oral language strategies.	See "Little Soldiers".



Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: New Media	Residential School	Content: Students are expected to know the following:	Multimodal reading strategies.	See "Running Away" and "Robbed of their Children".
Grade Eleven	English Language Arts	ELA: New Media	Making Homebrew	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how various forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	
Grade Eleven	English Language Arts	ELA: New Media	The Police	Content: Students are expected to know the following:	Multimodal presentation process.	
Grade Eleven	English Language Arts	ELA: New Media	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Eleven	English Language Arts	ELA: New Media	Legends about ᑭᓄᓂᓂ (Mink)	Big Ideas	Language shapes ideas and influences others.	See "Mink and Grey Bird".
Grade Eleven	English Language Arts	ELA: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the diversity within and across First Peoples societies, as represented in texts.	See "We All Have Our Unique Language".
Grade Eleven	English Language Arts	ELA: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how various forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	See "You Pass on that Knowledge".
Grade Eleven	English Language Arts	ELA: New Media	Salmon	Content: Students are expected to know the following:	Form, function, and genre of multimedia and other texts.	
Grade Eleven	English Language Arts	ELA: New Media	Old-Timers	Content: Students are expected to know the following:	Protocols related to ownership of First Peoples oral texts.	
Grade Eleven	English Language Arts	ELA: New Media	My Grandmother	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Eleven	English Language Arts	ELA: New Media	sohoᑭᑭᑭ (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking.	
Grade Eleven	English Language Arts	ELA: New Media	Learning by Example	Content: Students are expected to know the following:	Community building.	
Grade Eleven	English Language Arts	ELA: New Media	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	
Grade Eleven	English Language Arts	ELA: New Media	ᑭᓄᓂᓂ ᓂᓂᓂ ᓂᓂᓂ ᓂᓂᓂ (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize how language constructs and reflects personal and cultural identities.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: New Media	Losing Baby Jane	Content: Students are expected to know the following:	Multimodal reading strategies.	
Grade Eleven	English Language Arts	ELA: New Media	Standing Up for What I Believe In	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how literary elements and new media techniques and devices reflect different purposes and audiences.	
Grade Eleven	English Language Arts	ELA: New Media	Self-Care in Times of Grief	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Legends about qayx (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Wolf".
Grade Eleven	English Language Arts	ELA: Spoken Language	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Friendly Competition	Content: Students are expected to know the following:	Oral language features and structures.	
Grade Eleven	English Language Arts	ELA: Spoken Language	New Year's Dance	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Childhood Fun	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand how various forms, formats, structures, and features of texts enhance and shape meaning and impact.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Twins Are Gifted	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Eleven	English Language Arts	ELA: Spoken Language	The Young Girl and Eleven Puppies	Content: Students are expected to know the following:	Literal and figurative meaning.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Legends about qayx (Mink)	Big Ideas	People understand text differently depending on their worldviews and perspectives.	See "Mink and Whale".
Grade Eleven	English Language Arts	ELA: Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	See introductory section.
Grade Eleven	English Language Arts	ELA: Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate the relevance, accuracy, and reliability of texts.	See "There's Proof Everywhere".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: Spoken Language	Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Where I Come From	Content: Students are expected to know the following:	Oral language strategies.	See "I Know that is Our Piece of Land".
Grade Eleven	English Language Arts	ELA: Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.	See "That's Where We Always Lived".
Grade Eleven	English Language Arts	ELA: Spoken Language	t'ł̓osəm and Herring	Content: Students are expected to know the following:	Rhetorical devices.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	See "It Had A Lot of Use for Our People".
Grade Eleven	English Language Arts	ELA: Spoken Language	Gardens and Orchards	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "We Were Always Here".
Grade Eleven	English Language Arts	ELA: Spoken Language	Legends about qayx (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Grizzly".
Grade Eleven	English Language Arts	ELA: Spoken Language	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Access information for diverse purposes and from a variety of sources.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Trading	Content: Students are expected to know the following:	Presentation techniques.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Segregation	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Work and Welfare	Content: Students are expected to know the following:	Oral language features and structures.	
Grade Eleven	English Language Arts	ELA: Spoken Language	My Dog Patsy	Content: Students are expected to know the following:	Oral language strategies.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact.	See introductory section and "I Was a Number".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: Spoken Language	Residential School	Content: Students are expected to know the following:	Elements of style.	See "Little Soldiers".
Grade Eleven	English Language Arts	ELA: Spoken Language	Residential School	Content: Students are expected to know the following:	Rhetorical devices.	See "Running Away" and "Robbed of their Children".
Grade Eleven	English Language Arts	ELA: Spoken Language	The Police	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Legends about qayx (Mink)	Big Ideas	Language shapes ideas and influences others.	See "Mink and Grey Bird".
Grade Eleven	English Language Arts	ELA: Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	See "We All Have Our Unique Language".
Grade Eleven	English Language Arts	ELA: Spoken Language	Where I Come From	Content: Students are expected to know the following:	Protocols related to the ownership of First Peoples oral texts.	See "You Pass on that Knowledge".
Grade Eleven	English Language Arts	ELA: Spoken Language	Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Root Digging	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Old-Timers	Content: Students are expected to know the following:	Form, function, and genre of texts.	
Grade Eleven	English Language Arts	ELA: Spoken Language	My Grandmother	Content: Students are expected to know the following:	Citation techniques.	
Grade Eleven	English Language Arts	ELA: Spoken Language	sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Learning by Example	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	ELA: Spoken Language	qʷul č'ε towθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Oral language strategies.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Losing Baby Jane	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Eleven	English Language Arts	ELA: Spoken Language	He Got His Spirit Back	Big Ideas	Voice is powerful and evocative.	
Grade Eleven	English Language Arts	ELA: Spoken Language	Self-Care in Times of Grief	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Legends about qayχ (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Wolf".
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate awareness of how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	New Year's Dance	Content: Students are expected to know the following:	Purposes of oral texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Childhood Fun	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Coming of Age	Content: Students are expected to know the following:	Form, function, and genre of texts, including new media texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Having a Healthy Pregnancy	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Medicine for Babies	Content: Students are expected to know the following:	Community building.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	č'ehč'ehλ čxʷ kʷλnetomot (You Thank the One Who Looks after All of Us)	Content: Students are expected to know the following:	Situating oneself in relation to others and place.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Twins Are Gifted	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Legends about qayχ (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Whale".
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the influence of land/place in First Peoples and other Canadian texts.	See introductory section.
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Where I Come From	Content: Students are expected to know the following:	Citations and acknowledgements.	See "There's Proof Everywhere".
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	See "I Know that is Our Piece of Land"
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Where I Come From	Content: Students are expected to know the following:	Advocacy.	See "That's Where We Always Lived".
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	t'ł̓sōsəm and Herring	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and evaluate how literary elements and new media techniques and devices enhance and shape meaning and impact.	See "It Had A Lot of Use for Our People".
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Clam Digging	Content: Students are expected to know the following:	Interactivity.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "We Were Always Here".
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Colonialism	Big Ideas	First Peoples texts and stories provide insight into key aspects of Canada's past, present, and future.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Legends about qayχ (Mink)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts.	See "Mink and Grizzly".
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Trading	Content: Students are expected to know the following:	Reading strategies.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Segregation	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	See introductory section and "I Was a Number".
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Residential School	Content: Students are expected to know the following:	Elements of style.	See "Little Solders".
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Residential School	Content: Students are expected to know the following:	Rhetorical devices.	See "Running Away" and "Robbed of their Children".
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	The Police	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and evaluate how literary elements and new media techniques and devices enhance and shape meaning and impact.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Self-Care in Times of Grief	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Legends about qayx (Mink)	Big Ideas	Self-representation through authentic First Peoples text is a means of social justice.	See "Mink and Grey Bird".
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate understanding of how language constructs and reflects personal, social, and cultural identities.	See "We All Have Our Unique Language".
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	See "You Pass on that Knowledge".
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Salmon	Content: Students are expected to know the following:	Features of oral language.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Old-Timers	Content: Students are expected to know the following:	Elements of style.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	My Grandmother	Content: Students are expected to know the following:	Citations and acknowledgements.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	SohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Form, function, and genre of texts, including new media texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Learning by Example	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Working Life	Content: Students are expected to know the following:	Situating oneself in relation to others and place.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	qʷul č'ε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the role of story and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Losing Baby Jane	Content: Students are expected to know the following:	Purposes of oral texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Standing Up for What I Believe In	Content: Students are expected to know the following:	Persuasive techniques.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Legends about qayχ (Mink)	Big Ideas	New Media influences people's understanding of community.	See "Mink and Cloud".
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Root Digging	Content: Students are expected to know the following:	Community building.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Friendly Competition	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	New Year's Dance	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	nohotəm (They Invited Them to the Feast)	Content: Students are expected to know the following:	Form, function, and genre of texts, including new media texts.	



Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	He Got His Spirit Back	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the role of story and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	The Last Walk	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate understanding of how language constructs and reflects personal, social, and cultural identities.	
Grade Eleven	English Language Arts	EFP: Literary Studies+New Media	Offerings for the Ancestors	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Legends about qayx (Mink)	Big Ideas	Exploration of text and story deepens understanding of one's identity, others, and the world.	See "Mink and Eagle".
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate understanding of how First Peoples languages and texts reflect their culture, knowledge, traditions, and worldviews.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Friendly Competition	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the diversity within and across First Peoples societies, as represented in texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	New Year's Dance	Content: Students are expected to know the following:	Purposes of oral texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Childhood Fun	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how various forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Coming of Age	Content: Students are expected to know the following:	Situating oneself in relation to others and place.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Twins Are Gifted	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Legends about qayx (Mink)	Big Ideas	First Peoples texts and stories provide insight into key aspects of Canada's past, present, and future.	See "Mink and Grizzly".
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Segregation	Content: Students are expected to know the following:	Purposes of oral texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Work and Welfare	Content: Students are expected to know the following:	The relationship between oral tradition and land/place.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	My Dog Patsy	Content: Students are expected to know the following:	Situating oneself in relation to others and place.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	See introductory section and "I Was a Number".
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Residential School	Content: Students are expected to know the following:	Oral language strategies.	See "Little Soldiers".
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Residential School	Content: Students are expected to know the following:	Metacognitive strategies.	See "Running Away" and "Robbed of their Children".
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	The Police	Content: Students are expected to know the following:	Form, function, and genre of oral and other texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	He Got His Spirit Back	Big Ideas	Voice is powerful and evocative.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate understanding of how language constructs and reflects personal, social, and cultural identities.	See "We All Have Our Unique Language".
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Where I Come From	Content: Students are expected to know the following:	Protocols related to ownership and use of First Peoples oral texts.	See "You Pass on that Knowledge".
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate how various forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	The Last Walk	Content: Students are expected to know the following:	Elements of style.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Offerings for the Ancestors	Content: Students are expected to know the following:	Protocols related to the ownership and use of First Peoples oral texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Self-Care in Times of Grief	Content: Students are expected to know the following:	Presentation and performance techniques.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Legends about qayx (Mink)	Big Ideas	Oral and other texts are socially, culturally, geographically, and historically constructed.	See "Mink and Whale".
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	See introductory section.
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Where I Come From	Content: Students are expected to know the following:	Situating oneself in relation to others and place.	See "There's Proof Everywhere".
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	See "I Know that is Our Piece of Land".
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Where I Come From	Content: Students are expected to know the following:	Oral language strategies.	See "That's Where We Always Lived".
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	t'ı̄sə̄m and Herring	Content: Students are expected to know the following:	Rhetorical devices.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the roles of story and oral traditions in expressing First Peoples perspectives, values, beliefs, and points of view.	See "It Had A Lot of Use for Our People".
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Clam Digging	Content: Students are expected to know the following:	Acknowledgement of territory.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Seal Oil	Content: Students are expected to know the following:	Reading strategies.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Where I Come From	Content: Students are expected to know the following:	Situating oneself in relation to others and place.	See "We Were Already Here".
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	The Young Girl and Eleven Puppies	Content: Students are expected to know the following:	Literal and inferential meaning.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Legends about qayχ (Mink)	Big Ideas	Self-representation through authentic First Peoples text is a means of social justice.	See "Mink and Grey Bird".
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Salmon	Content: Students are expected to know the following:	The relationship between oral tradition and land/place.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	My Grandmother	Content: Students are expected to know the following:	Purposes of oral texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	SohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate understanding of how language constructs and reflects personal, social, and cultural identities.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	qʷul č̣'ε towθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Oral storytelling techniques.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Losing Baby Jane	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Spoken Language	Standing Up for What I Believe In	Content: Students are expected to know the following:	Persuasive techniques.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Legends about qayχ (Mink)	Big Ideas	Exploration of text and story deepens understanding of one's identity, others, and the world.	See "Mink and Cloud".
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate awareness of how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Friendly Competition	Content: Students are expected to know the following:	Oral language strategies.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	New Year's Dance	Content: Students are expected to know the following:	Reading strategies.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Coming of Age	Content: Students are expected to know the following:	Form, function, and genre of texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Childhood Fun	Content: Students are expected to know the following:	Purposes of oral texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Twins Are Gifted	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	nohotəm (They Invited Them to the Feast)	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Legends about qayx (Mink)	Big Ideas	First Peoples texts and stories provide insight into key aspects of Canada's past, present, and future.	See "Mink and Grizzly".
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Access information for diverse purposes and from a variety of sources to inform writing.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Segregation	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	My Dog Patsy	Content: Students are expected to know the following:	Features of oral language.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the role of story and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	See introductory section and "I Was a Number".
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Residential School	Content: Students are expected to know the following:	Form, function, and genre of texts.	See "Little Soldiers".
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Residential School	Content: Students are expected to know the following:	Persuasive techniques.	See "Running Away" and "Robbed of their Children".
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Making Homebrew	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	The Police	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and evaluate how literary elements and new media techniques and devices enhance and shape meaning and impact.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	The Young Girl and Eleven Puppies	Content: Students are expected to know the following:	Literal and inferential meaning.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	He Got His Spirit Back	Big Ideas	People understand text differently depending on their worldviews and perspectives.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate understanding of how language constructs and reflects personal, social, and cultural identities.	See "We All Have Our Unique Language".
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Where I Come From	Content: Students are expected to know the following:	Purposes of oral texts.	See "You Pass on that Knowledge".
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Old-Timers	Content: Students are expected to know the following:	Protocols related to ownership and use of First Peoples oral texts.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Offerings for the Ancestors	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the role of story and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	The Last Walk	Content: Students are expected to know the following:	Elements of style.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Legends about qayχ (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Whale".
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate awareness of how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews.	See introductory section.
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Where I Come From	Content: Students are expected to know the following:	Citations and acknowledgements.	See "There's Proof Everywhere".
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Where I Come From	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	See "I Know this is Our Piece of Land".
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Where I Come From	Content: Students are expected to know the following:	Form, function, and genre of texts.	See "That's Where We Always Lived".
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	t'ı̄sə̄m and Herring	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	See "It Had A Lot of Use for Our People".
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Clam Digging	Content: Students are expected to know the following:	Oral language strategies.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "We Were Always Here".
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Legends about qayx (Mink)	Big Ideas	Self-representation through authentic First Peoples text is a means of social justice.	See "Mink and Grey Bird".
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	My Grandmother	Content: Students are expected to know the following:	Oral language strategies.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand intellectual property rights and community protocols and apply as necessary.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Learning by Example	Content: Students are expected to know the following:	Features of oral language.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	qʷɔl č'ε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand the role of story and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Losing Baby Jane	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Eleven	English Language Arts	EFP: Literary Studies+Writing	Self-Care in Times of Grief	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Twelve	English Language Arts	ELA: Composition	Legends about qayx (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Cloud".
Grade Twelve	English Language Arts	ELA: Composition	Community	Content: Students are expected to know the following:	Form, function, and genre of text.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: Composition	Friendly Competition	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the diversity within and across First Peoples societies as represented in texts.	
Grade Twelve	English Language Arts	ELA: Composition	Childhood Fun	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Read for enjoyment and to achieve personal goals.	
Grade Twelve	English Language Arts	ELA: Composition	My Dog Patsy	Content: Students are expected to know the following:	Oral language strategies.	
Grade Twelve	English Language Arts	ELA: Composition	Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Twelve	English Language Arts	ELA: Composition	Twins Are Gifted	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Twelve	English Language Arts	ELA: Composition	Offerings for the Ancestors	Content: Students are expected to know the following:	Protocols related to the ownership of First Peoples oral texts.	
Grade Twelve	English Language Arts	ELA: Composition	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts.	
Grade Twelve	English Language Arts	ELA: Composition	Legends about qayχ (Mink)	Big Ideas	People understand text differently depending on their worldviews and perspectives.	See "Mink and Whale".
Grade Twelve	English Language Arts	ELA: Composition	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	See introductory section.
Grade Twelve	English Language Arts	ELA: Composition	Where I Come From	Content: Students are expected to know the following:	Citation techniques.	See "There's Proof Everywhere".
Grade Twelve	English Language Arts	ELA: Composition	Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking.	See <i>Kla Ah Men</i> .
Grade Twelve	English Language Arts	ELA: Composition	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	See "I Know that is Our Piece of Land".
Grade Twelve	English Language Arts	ELA: Composition	Where I Come From	Content: Students are expected to know the following:	Elements of style.	See "That's Where We Used to Live".



Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: Composition	t'łōsəm and Herring	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Appreciate and understand how language constructs, personal, social, and cultural identities.	
Grade Twelve	English Language Arts	ELA: Composition	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate the relevance, accuracy, and reliability of texts.	See "It Had A Lot of Use for Our People".
Grade Twelve	English Language Arts	ELA: Composition	Seal Oil	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Twelve	English Language Arts	ELA: Composition	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes.	See "We Were Already Here".
Grade Twelve	English Language Arts	ELA: Composition	Legends about qayx (Mink)	Big Ideas	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	See "Mink and Grizzly".
Grade Twelve	English Language Arts	ELA: Composition	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Twelve	English Language Arts	ELA: Composition	Trading	Content: Students are expected to know the following:	Form, function, and genre of text.	
Grade Twelve	English Language Arts	ELA: Composition	Segregation	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Twelve	English Language Arts	ELA: Composition	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Twelve	English Language Arts	ELA: Composition	Residential School	Content: Students are expected to know the following:	Metacognitive strategies.	See introductory section, "I Was a Number", and "Little Soldiers".
Grade Twelve	English Language Arts	ELA: Composition	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "Running Away" and "Robbed of their Children".
Grade Twelve	English Language Arts	ELA: Composition	Making Homebrew	Content: Students are expected to know the following:	Multimodal writing strategies.	
Grade Twelve	English Language Arts	ELA: Composition	The Police	Content: Students are expected to know the following:	Multimodal writing strategies.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: Composition	Legends about qayx (Mink)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize an increasing range of text structures and understand how they contribute to meaning.	See "Mink and Wolf".
Grade Twelve	English Language Arts	ELA: Composition	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and transform thinking.	
Grade Twelve	English Language Arts	ELA: Composition	He Got His Spirit Back	Big Ideas	Language shapes ideas and influences others.	
Grade Twelve	English Language Arts	ELA: Composition	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Appreciate and understand how language constructs, personal, social, and cultural identities.	See "We All Have Our Unique Language".
Grade Twelve	English Language Arts	ELA: Composition	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	See "You Pass on that Knowledge".
Grade Twelve	English Language Arts	ELA: Composition	Old-Timers	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Twelve	English Language Arts	ELA: Composition	Learning by Example	Content: Students are expected to know the following:	Protocols related to the ownership of First Peoples oral texts.	
Grade Twelve	English Language Arts	ELA: Composition	Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	
Grade Twelve	English Language Arts	ELA: Composition	The Last Walk	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Twelve	English Language Arts	ELA: Composition	Legends about qayx (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Grey Bird".
Grade Twelve	English Language Arts	ELA: Composition	Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking.	
Grade Twelve	English Language Arts	ELA: Composition	My Grandmother	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Twelve	English Language Arts	ELA: Composition	sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Oral language strategies.	
Grade Twelve	English Language Arts	ELA: Composition	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: Composition	qʷul č'ε towθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Twelve	English Language Arts	ELA: Composition	Standing Up for What I Believe In	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact.	
Grade Twelve	English Language Arts	ELA: Composition	Self-Care in Times of Grief	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Legends about qayχ (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Eagle".
Grade Twelve	English Language Arts	ELA: Creative Writing	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the diversity within and across First Peoples societies as represented in texts.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Friendly Competition	Content: Students are expected to know the following:	Elements of visual/graphic texts.	
Grade Twelve	English Language Arts	ELA: Creative Writing	New Year's Dance	Content: Students are expected to know the following:	Oral language strategies.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Childhood Fun	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Read for enjoyment and to achieve personal goals.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Twins Are Gifted	Content: Students are expected to know the following:	Elements of style.	
Grade Twelve	English Language Arts	ELA: Creative Writing	nohotəm (They Invited Them to the Feast)	Content: Students are expected to know the following:	Protocols related to the ownership of First Peoples oral texts.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Legends about qayχ (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Whale".
Grade Twelve	English Language Arts	ELA: Creative Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	See introductory section.
Grade Twelve	English Language Arts	ELA: Creative Writing	Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: Creative Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact.	See "There's Proof Everywhere".
Grade Twelve	English Language Arts	ELA: Creative Writing	Where I Come From	Content: Students are expected to know the following:	Form, function, and genre of text.	See "I Know that is Our Piece of Land".
Grade Twelve	English Language Arts	ELA: Creative Writing	Where I Come From	Content: Students are expected to know the following:	Elements of style.	See "That's Where We Always Lived".
Grade Twelve	English Language Arts	ELA: Creative Writing	t'ł̓osəm and Herring	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Where I Come From	Content: Students are expected to know the following:	Literary elements and devices.	See "It Had A Lot of Uses for Our People".
Grade Twelve	English Language Arts	ELA: Creative Writing	Clam Digging	Content: Students are expected to know the following:	Reading strategies.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Where I Come From	Content: Students are expected to know the following:	Exploration of voice.	See "We Were Already Here".
Grade Twelve	English Language Arts	ELA: Creative Writing	He Got His Spirit Back	Big Ideas	Language shapes ideas and influences others.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate how language constructs personal, social, and cultural identities.	See "We All Have Our Unique Language".
Grade Twelve	English Language Arts	ELA: Creative Writing	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use acknowledgements and citations to recognize intellectual property rights.	See "You Pass on that Knowledge".
Grade Twelve	English Language Arts	ELA: Creative Writing	Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Learning by Example	Content: Students are expected to know the following:	Form, function, and genre of texts.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Having a Healthy Pregnancy	Content: Students are expected to know the following:	Reading strategies.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Medicine for Babies	Content: Students are expected to know the following:	Elements of style.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: Creative Writing	č'ehč'ehł čxʷ kʷanetomot (You Thank the One Who Looks after All of Us)	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Legends about qəyχ (Mink)	Big Ideas	Creative writers are observant of the world.	See "Mink and Grey Bird".
Grade Twelve	English Language Arts	ELA: Creative Writing	Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	
Grade Twelve	English Language Arts	ELA: Creative Writing	My Grandmother	Content: Students are expected to know the following:	Form, function, and genre of texts.	
Grade Twelve	English Language Arts	ELA: Creative Writing	sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact.	
Grade Twelve	English Language Arts	ELA: Creative Writing	qʷol č'ε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Self-Care in Times of Grief	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Legends about qəyχ (Mink)	Big Ideas	Writers write for authentic audiences and real world purposes.	See "Mink and Whale".
Grade Twelve	English Language Arts	ELA: Creative Writing	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Trading	Content: Students are expected to know the following:	Form, function, and genre of texts.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Seal Oil	Content: Students are expected to know the following:	Elements of visual/graphic texts.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Segregation	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts.	

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Grade Twelve	English Language Arts	ELA: Creative Writing	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	See introductory section, "I Was a Number", and "Little Soldiers".
Grade Twelve	English Language Arts	ELA: Creative Writing	Residential School	Content: Students are expected to know the following:	Exploration of voice.	See "Running Away" and "Robbed of their Children".
Grade Twelve	English Language Arts	ELA: Creative Writing	Legends about qayx (Mink)	Content: Students are expected to know the following:	Literal and inferential meaning.	See "Mink and Grizzly".
Grade Twelve	English Language Arts	ELA: Creative Writing	The Police	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Twelve	English Language Arts	ELA: Creative Writing	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Twelve	English Language Arts	ELA: English Studies	Legends about qayx (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Cloud".
Grade Twelve	English Language Arts	ELA: English Studies	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Twelve	English Language Arts	ELA: English Studies	New Year's Dance	Content: Students are expected to know the following:	Form, function, and genre of texts.	
Grade Twelve	English Language Arts	ELA: English Studies	Friendly Competition	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the diversity within and across First Peoples societies as represented in texts.	
Grade Twelve	English Language Arts	ELA: English Studies	Childhood Fun	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Read for enjoyment and to achieve personal goals.	
Grade Twelve	English Language Arts	ELA: English Studies	Coming of Age	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Twelve	English Language Arts	ELA: English Studies	Twins Are Gifted	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	
Grade Twelve	English Language Arts	ELA: English Studies	Offerings for the Ancestors	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Twelve	English Language Arts	ELA: English Studies	Legends about qayx (Mink)	Big Ideas	People understand text differently depending on their worldviews and perspectives.	See "Mink and Grey Bird".

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Grade Twelve	English Language Arts	ELA: English Studies	Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the influence of land/place in First Peoples and other Canadian texts.	
Grade Twelve	English Language Arts	ELA: English Studies	My Grandmother	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	
Grade Twelve	English Language Arts	ELA: English Studies	sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Oral language strategies.	
Grade Twelve	English Language Arts	ELA: English Studies	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Twelve	English Language Arts	ELA: English Studies	qʷul č'ε tawθem kʷut tomas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Elements of style.	
Grade Twelve	English Language Arts	ELA: English Studies	Losing Baby Jane	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	
Grade Twelve	English Language Arts	ELA: English Studies	Self-Care in Times of Grief	Content: Students are expected to know the following:	Multimodal reading strategies.	
Grade Twelve	English Language Arts	ELA: English Studies	Legends about qayχ (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Grizzly".
Grade Twelve	English Language Arts	ELA: English Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize the influence of land/place in First Peoples and other Canadian texts.	See introductory section.
Grade Twelve	English Language Arts	ELA: English Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate the relevance, accuracy, and reliability of texts.	See "There's Proof Everywhere".
Grade Twelve	English Language Arts	ELA: English Studies	Where I Come From	Content: Students are expected to know the following:	Citation techniques.	See "I Know this is Our Piece of Land".
Grade Twelve	English Language Arts	ELA: English Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	See "That's Where We Always Lived".
Grade Twelve	English Language Arts	ELA: English Studies	t'łsošəm and Herring	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: English Studies	Where I Come From	Content: Students are expected to know the following:	Reading strategies.	See "It Had A Lot of Use for Our People".
Grade Twelve	English Language Arts	ELA: English Studies	Gardens and Orchards	Content: Students are expected to know the following:	Oral language strategies.	
Grade Twelve	English Language Arts	ELA: English Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "We Were Already Here".
Grade Twelve	English Language Arts	ELA: English Studies	He Got His Spirit Back	Big Ideas	Language shapes ideas and influences others.	
Grade Twelve	English Language Arts	ELA: English Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Appreciate and understand how language constructs, personal, social, and cultural identities.	See "We All Have Our Unique Language".
Grade Twelve	English Language Arts	ELA: English Studies	Where I Come From	Content: Students are expected to know the following:	Protocols related to the ownership of First Peoples oral texts.	See "You Pass on that Knowledge".
Grade Twelve	English Language Arts	ELA: English Studies	Root Digging	Content: Students are expected to know the following:	Elements of visual/graphic texts.	
Grade Twelve	English Language Arts	ELA: English Studies	Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	
Grade Twelve	English Language Arts	ELA: English Studies	Learning by Example	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Twelve	English Language Arts	ELA: English Studies	Legends about qayx (Mink)	Big Ideas	The examination of First Peoples cultures and lived experiences through text builds understanding of Canadians' responsibilities in relation to Reconciliation.	See "Mink and Grizzly".
Grade Twelve	English Language Arts	ELA: English Studies	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Twelve	English Language Arts	ELA: English Studies	Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact.	
Grade Twelve	English Language Arts	ELA: English Studies	Seal Oil	Content: Students are expected to know the following:	Reading strategies.	
Grade Twelve	English Language Arts	ELA: English Studies	Segregation	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize an increasing range of text structures and understand how they contribute to meaning.	



Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: English Studies	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	
Grade Twelve	English Language Arts	ELA: English Studies	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	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.	See introductory section, "I Was A Number", and "Little Soldiers".
Grade Twelve	English Language Arts	ELA: English Studies	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and transform thinking.	See "Running Away" and "Robbed of their Children".
Grade Twelve	English Language Arts	ELA: English Studies	Making Homebrew	Content: Students are expected to know the following:	Presentation techniques.	
Grade Twelve	English Language Arts	ELA: English Studies	The Police	Content: Students are expected to know the following:	Multimodal reading strategies.	
Grade Twelve	English Language Arts	ELA: English Studies	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Legends about qayx (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Eagle".
Grade Twelve	English Language Arts	ELA: Literary Studies	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Friendly Competition	Content: Students are expected to know the following:	Features and structures of First Peoples texts.	
Grade Twelve	English Language Arts	ELA: Literary Studies	New Year's Dance	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Childhood Fun	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Read for enjoyment and to achieve personal goals.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Coming of Age	Content: Students are expected to know the following:	Form, function, and genres of text.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Twins Are Gifted	Content: Students are expected to know the following:	Reading strategies.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Offerings for the Ancestors	Content: Students are expected to know the following:	Oral language strategies.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: Literary Studies	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Legends about qayχ (Mink)	Big Ideas	People understand text differently depending on their worldviews and perspectives.	See "Mink and Grey Bird".
Grade Twelve	English Language Arts	ELA: Literary Studies	Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Root Digging	Content: Students are expected to know the following:	Oral language strategies.	
Grade Twelve	English Language Arts	ELA: Literary Studies	My Grandmother	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	
Grade Twelve	English Language Arts	ELA: Literary Studies	sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Elements of style.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Twelve	English Language Arts	ELA: Literary Studies	qʷul čʷε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Losing Baby Jane	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and analyze personal, social, cultural contexts, values, and perspectives in texts including culture, gender, sexual orientation, and socio-economic status.	
Grade Twelve	English Language Arts	ELA: Literary Studies	The Last Walk	Content: Students are expected to know the following:	Features and structures of First Peoples texts.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Self-Care in Times of Grief	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Legends about qayχ (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Whale".
Grade Twelve	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	See introductory section.

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Grade Twelve	English Language Arts	ELA: Literary Studies	Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking.	See <i>Kla Ah Men</i> .
Grade Twelve	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate the relevance, accuracy, and reliability of texts.	See "There's Proof Everywhere".
Grade Twelve	English Language Arts	ELA: Literary Studies	Where I Come From	Content: Students are expected to know the following:	Citation techniques.	See "I Know that is Our Piece of Land".
Grade Twelve	English Language Arts	ELA: Literary Studies	Where I Come From	Content: Students are expected to know the following:	Multimodal writing strategies.	See "That's Where We Always Lived".
Grade Twelve	English Language Arts	ELA: Literary Studies	t'ł̓osəm and Herring	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Discern nuances in the meanings of words, considering social, political, historical, and literary contexts.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Where I Come From	Content: Students are expected to know the following:	Oral language strategies.	See "It Had A Lot of Use for Our People".
Grade Twelve	English Language Arts	ELA: Literary Studies	Berry Picking	Content: Students are expected to know the following:	Reading strategies.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "We Were Already Here".
Grade Twelve	English Language Arts	ELA: Literary Studies	He Got His Spirit Back	Big Ideas	Language shapes ideas and influences others.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Appreciate and understand how language constructs, personal, social, and cultural identities.	See "We All Have Our Unique Language".
Grade Twelve	English Language Arts	ELA: Literary Studies	Where I Come From	Content: Students are expected to know the following:	Protocols related to the ownership of First Peoples oral texts.	See "You Pass on that Knowledge".
Grade Twelve	English Language Arts	ELA: Literary Studies	Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Learning by Example	Content: Students are expected to know the following:	Form, function, and genre of text.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Having a Healthy Pregnancy	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: Literary Studies	Medicine for Babies	Content: Students are expected to know the following:	Reading strategies.	
Grade Twelve	English Language Arts	ELA: Literary Studies	ᑭᓄᓂᓂ ᓂᓂᓂ ᑭᓄᓂᓂ ᓂᓂᓂ (You Thank the One Who Looks after All of Us)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize an increasing range of text structures and understand how they contribute to meaning.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Legends about ᑭᓄᓂᓂ (Mink)	Big Ideas	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	See "Mink and Wolf".
Grade Twelve	English Language Arts	ELA: Literary Studies	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use information for diverse purposes and from a variety of sources.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Seal Oil	Content: Students are expected to know the following:	Reading strategies.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Segregation	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Appreciate and understand how language constructs, personal, social, and cultural identities.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and analyze personal, social, cultural contexts, values, and perspectives in texts including culture, gender, sexual orientation, and socio-economic status.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and transform thinking.	See introductory section, "I Was a Number", and "Little Soldiers".
Grade Twelve	English Language Arts	ELA: Literary Studies	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes.	See "Running Away" and "Robbed of their Children".
Grade Twelve	English Language Arts	ELA: Literary Studies	Legends about ᑭᓄᓂᓂ (Mink)	Content: Students are expected to know the following:	Metacognitive strategies.	See "Mink and Grizzly".
Grade Twelve	English Language Arts	ELA: Literary Studies	The Police	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking.	
Grade Twelve	English Language Arts	ELA: Literary Studies	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: Literary Studies	The Young Girl and Eleven Puppies	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize an increasing range of text structures and understand how they contribute to meaning.	
Grade Twelve	English Language Arts	ELA: New Media	Legends about qayχ (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Cloud".
Grade Twelve	English Language Arts	ELA: New Media	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the diversity within and across First Peoples societies as represented in texts.	
Grade Twelve	English Language Arts	ELA: New Media	New Year's Dance	Content: Students are expected to know the following:	Interactivity.	
Grade Twelve	English Language Arts	ELA: New Media	Childhood Fun	Content: Students are expected to know the following:	Multimodal reading strategies.	
Grade Twelve	English Language Arts	ELA: New Media	Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Twelve	English Language Arts	ELA: New Media	Twins Are Gifted	Content: Students are expected to know the following:	Relationships between form, function, and technology.	
Grade Twelve	English Language Arts	ELA: New Media	Offerings for the Ancestors	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Twelve	English Language Arts	ELA: New Media	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking.	
Grade Twelve	English Language Arts	ELA: New Media	Legends about qayχ (Mink)	Big Ideas	People understand text differently depending on their worldviews and perspectives.	See "Mink and Whale".
Grade Twelve	English Language Arts	ELA: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	See introductory section.
Grade Twelve	English Language Arts	ELA: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate the relevance, accuracy, and reliability of texts.	See "There's Proof Everywhere".
Grade Twelve	English Language Arts	ELA: New Media	t'ł̓osəm and Herring	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Twelve	English Language Arts	ELA: New Media	Where I Come From	Content: Students are expected to know the following:	Reading strategies.	See "I Know that is Our Piece of Land".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: New Media	Where I Come From	Content: Students are expected to know the following:	Oral language strategies.	See "That's Where We Always Lived".
Grade Twelve	English Language Arts	ELA: New Media	Where I Come From	Content: Students are expected to know the following:	Multimedia presentation processes.	See "It Had A Lot of Use for Our People".
Grade Twelve	English Language Arts	ELA: New Media	Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Twelve	English Language Arts	ELA: New Media	Where I Come From	Content: Students are expected to know the following:	Advocacy.	See "We Were Already Here".
Grade Twelve	English Language Arts	ELA: New Media	Legends about qayx (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Grizzly".
Grade Twelve	English Language Arts	ELA: New Media	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Twelve	English Language Arts	ELA: New Media	Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Twelve	English Language Arts	ELA: New Media	Seal Oil	Content: Students are expected to know the following:	Elements of style.	
Grade Twelve	English Language Arts	ELA: New Media	Segregation	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Twelve	English Language Arts	ELA: New Media	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	
Grade Twelve	English Language Arts	ELA: New Media	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and transform thinking.	See introductory section, "I Was a Number", and "Little Soldiers".
Grade Twelve	English Language Arts	ELA: New Media	Residential School	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	See "Running Away" and "Robbed of their Children".
Grade Twelve	English Language Arts	ELA: New Media	The Police	Content: Students are expected to know the following:	Multimodal reading strategies.	
Grade Twelve	English Language Arts	ELA: New Media	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how literary elements as well as specific new media techniques and devices enhance and shape meaning and impact.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: New Media	Legends about qayx (Mink)	Big Ideas	Language shapes ideas and influences others.	See "Mink and Grey Bird".
Grade Twelve	English Language Arts	ELA: New Media	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Appreciate and understand how language constructs, personal, social, and cultural identities.	See "We All Have Our Unique Language".
Grade Twelve	English Language Arts	ELA: New Media	Where I Come From	Content: Students are expected to know the following:	Protocols related to the ownership of First Peoples oral texts.	See "You Pass on that Knowledge".
Grade Twelve	English Language Arts	ELA: New Media	Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	
Grade Twelve	English Language Arts	ELA: New Media	My Grandmother	Content: Students are expected to know the following:	Reading strategies.	
Grade Twelve	English Language Arts	ELA: New Media	sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking.	
Grade Twelve	English Language Arts	ELA: New Media	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	
Grade Twelve	English Language Arts	ELA: New Media	qʷul čʻε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Twelve	English Language Arts	ELA: New Media	Losing Baby Jane	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	
Grade Twelve	English Language Arts	ELA: New Media	Standing Up for What I Believe In	Content: Students are expected to know the following:	Community building.	
Grade Twelve	English Language Arts	ELA: New Media	Self-Care in Times of Grief	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Legends about qayx (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Eagle".
Grade Twelve	English Language Arts	ELA: Spoken Language	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Friendly Competition	Content: Students are expected to know the following:	Oral language features and structures.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: Spoken Language	New Year's Dance	Content: Students are expected to know the following:	Features and structures of First Peoples texts.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Childhood Fun	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Read for enjoyment and to achieve personal goals.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Coming of Age	Content: Students are expected to know the following:	Form, function, and genre of text.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Twins Are Gifted	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the diversity within and across First Peoples societies as represented in texts.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Offerings for the Ancestors	Content: Students are expected to know the following:	Reading strategies.	
Grade Twelve	English Language Arts	ELA: Spoken Language	nohotəm (They Invited Them to the Feast)	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Legends about qəyχ (Mink)	Big Ideas	People understand text differently depending on their worldviews and perspectives.	See "Mink and Whale".
Grade Twelve	English Language Arts	ELA: Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	See introductory section.
Grade Twelve	English Language Arts	ELA: Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate the relevance, accuracy, and reliability of texts.	See "There's Proof Everywhere".
Grade Twelve	English Language Arts	ELA: Spoken Language	Where I Come From	Content: Students are expected to know the following:	Narrative structures found in First Peoples texts.	See "I Know that is Our Piece of Land".
Grade Twelve	English Language Arts	ELA: Spoken Language	t'ł̓osəm and Herring	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Where I Come From	Content: Students are expected to know the following:	Multimodal writing strategies.	See "That's Where We Always Lived".
Grade Twelve	English Language Arts	ELA: Spoken Language	Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Where I Come From	Content: Students are expected to know the following:	Metacognitive strategies.	See "It Had A Lot of Uses for Our People".
Grade Twelve	English Language Arts	ELA: Spoken Language	Clam Digging	Content: Students are expected to know the following:	Oral language strategies.	



Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate the relevance, accuracy, and reliability of texts.	See "We Were Already Here".
Grade Twelve	English Language Arts	ELA: Spoken Language	Legends about qayx (Mink)	Big Ideas	Texts are socially, culturally, geographically, and historically constructed.	See "Mink and Grizzly".
Grade Twelve	English Language Arts	ELA: Spoken Language	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use information for diverse purposes and from a variety of sources.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Seal Oil	Content: Students are expected to know the following:	Features of oral language.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Segregation	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Work and Welfare	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and transform thinking.	See introductory section, "I Was a Number", and "Little Soldiers".
Grade Twelve	English Language Arts	ELA: Spoken Language	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "Running Away" and "Robbed of their Children".
Grade Twelve	English Language Arts	ELA: Spoken Language	Making Homebrew	Content: Students are expected to know the following:	Multimodal writing strategies.	
Grade Twelve	English Language Arts	ELA: Spoken Language	The Police	Content: Students are expected to know the following:	Multimodal writing strategies.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Recovery	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Transform ideas and information to create original texts, using various genres, forms, structures, and styles.	
Grade Twelve	English Language Arts	ELA: Spoken Language	He Got His Spirit Back	Big Ideas	Language shapes ideas and influences others.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	ELA: Spoken Language	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Appreciate and understand how language constructs, personal, social, and cultural identities.	See "We All Have Our Unique Language".
Grade Twelve	English Language Arts	ELA: Spoken Language	Where I Come From	Content: Students are expected to know the following:	Issues related to the ownership of First Peoples oral texts and protocols for their use.	See "You Pass on that Knowledge".
Grade Twelve	English Language Arts	ELA: Spoken Language	Old-Timers	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Root Digging	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Understand the influence of land/place in First Peoples and other Canadian texts.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Learning by Example	Content: Students are expected to know the following:	Form, function, and genre of texts.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Legends about qayχ (Mink)	Big Ideas	Voice is powerful and evocative.	See "Mink and Grey Bird".
Grade Twelve	English Language Arts	ELA: Spoken Language	Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Use information for diverse purposes and from a variety of sources.	
Grade Twelve	English Language Arts	ELA: Spoken Language	My Grandmother	Content: Students are expected to know the following:	Oral language strategies.	
Grade Twelve	English Language Arts	ELA: Spoken Language	sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts.	
Grade Twelve	English Language Arts	ELA: Spoken Language	q*ul č'ε tawθem k*ut tamas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Presentation techniques.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Standing Up for What I Believe In	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and transform thinking.	
Grade Twelve	English Language Arts	ELA: Spoken Language	Self-Care in Times of Grief	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	EFP	Legends about qayx (Mink)	Big Ideas	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	See "Mink and Cloud".
Grade Twelve	English Language Arts	EFP	Community	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Analyze how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews.	
Grade Twelve	English Language Arts	EFP	Friendly Competition	Content: Students are expected to know the following:	Reading strategies.	
Grade Twelve	English Language Arts	EFP	New Year's Dance	Content: Students are expected to know the following:	Situating oneself in relation to others and place.	
Grade Twelve	English Language Arts	EFP	Childhood Fun	Content: Students are expected to know the following:	A variety of BC, Canadian, and global First Peoples texts.	
Grade Twelve	English Language Arts	EFP	Coming of Age	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Analyze how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	
Grade Twelve	English Language Arts	EFP	Twins Are Gifted	Content: Students are expected to know the following:	Narrative structures, including those found in First Peoples texts.	
Grade Twelve	English Language Arts	EFP	Offerings for the Ancestors	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts.	
Grade Twelve	English Language Arts	EFP	nohotəm (They Invited Them to the Feast)	Content: Students are expected to know the following:	The relationship between oral tradition and land/place.	
Grade Twelve	English Language Arts	EFP	Legends about qayx (Mink)	Big Ideas	Oral and other texts are socially, culturally, geographically, and historically constructed.	See "Mink and Whale".
Grade Twelve	English Language Arts	EFP	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Analyze the influence of land/place in First Peoples texts.	See introductory section.
Grade Twelve	English Language Arts	EFP	Rowing with maksema	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability.	See <i>Kla Ah Men</i> .
Grade Twelve	English Language Arts	EFP	Where I Come From	Content: Students are expected to know the following:	Citations and acknowledgements.	See "There's Proof Everywhere".
Grade Twelve	English Language Arts	EFP	t'ı̄səmə and Herring	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	

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Grade Twelve	English Language Arts	EFP	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	See "I Know that is Our Piece of Land".
Grade Twelve	English Language Arts	EFP	Where I Come From	Content: Students are expected to know the following:	Acknowledgement of territory.	See "That's Where We Always Lived".
Grade Twelve	English Language Arts	EFP	Where I Come From	Content: Students are expected to know the following:	Situating oneself in relation to others and place.	See "It Had A Lot of Use for Our People".
Grade Twelve	English Language Arts	EFP	Gardens and Orchards	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Construct meaningful personal connections between self, text, and world.	
Grade Twelve	English Language Arts	EFP	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respond to text in personal, creative, and critical ways.	See "We Were Already Here".
Grade Twelve	English Language Arts	EFP	He Got His Spirit Back	Big Ideas	Voice is powerful and evocative.	
Grade Twelve	English Language Arts	EFP	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Analyze how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews.	See "We All Have Our Unique Language".
Grade Twelve	English Language Arts	EFP	Where I Come From	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Processes related to protocols and expectations when engaging with First Nations communities and Aboriginal organizations.	See "You Pass on that Knowledge".
Grade Twelve	English Language Arts	EFP	Old-Timers	Content: Students are expected to know the following:	Situating oneself in relation to others and place.	
Grade Twelve	English Language Arts	EFP	Root Digging	Content: Students are expected to know the following:	Elements of style.	
Grade Twelve	English Language Arts	EFP	Learning by Example	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate understanding of the role of story and oral traditions in expressing First Peoples perspectives, values, beliefs and points of view	
Grade Twelve	English Language Arts	EFP	Legends about qayx (Mink)	Big Ideas	First Peoples texts and stories provide insight into key aspects of Canada's past, present, and future.	See "Mink and Grizzly".
Grade Twelve	English Language Arts	EFP	Colonialism	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Select and apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts.	
Grade Twelve	English Language Arts	EFP	Trading	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Demonstrate understanding of the role of story and oral traditions in expressing First Peoples perspectives, values, beliefs, and points of view.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	English Language Arts	EFP	Seal Oil	Content: Students are expected to know the following:	Form, function, and genre of text.	
Grade Twelve	English Language Arts	EFP	Residential School	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	See introductory section, "I Was a Number", and "Little Soldiers".
Grade Twelve	English Language Arts	EFP	Residential School	Content: Students are expected to know the following:	Situating oneself in relation to others and place.	See "Running Away" and "Robbed of their Children".
Grade Twelve	English Language Arts	EFP	The Police	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Analyze how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.	
Grade Twelve	English Language Arts	EFP	Recovery	Content: Students are expected to know the following:	Persuasive techniques.	
Grade Twelve	English Language Arts	EFP	Legends about qayx (Mink)	Big Ideas	Self-representation through authentic First Peoples text is a means to foster justice.	See "Mink and Grey Bird".
Grade Twelve	English Language Arts	EFP	Salmon	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	
Grade Twelve	English Language Arts	EFP	My Grandmother	Content: Students are expected to know the following:	Metacognitive strategies.	
Grade Twelve	English Language Arts	EFP	sohoθOt (Spirit Cleansing)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Examine the significance of terms/words from First Peoples languages used in English texts.	
Grade Twelve	English Language Arts	EFP	Working Life	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors.	
Grade Twelve	English Language Arts	EFP	qʷol č'ε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:	Discern nuances in the meanings of words, considering social, political, historical, and literary contexts.	
Grade Twelve	English Language Arts	EFP	Losing Baby Jane	Content: Students are expected to know the following:	Literary elements and devices.	
Grade Twelve	English Language Arts	EFP	Standing Up for What I Believe In	Content: Students are expected to know the following:	Persuasive techniques.	
Grade Twelve	English Language Arts	EFP	The Young Girl and Eleven Puppies	Content: Students are expected to know the following:	Literal and inferential meaning.	
Grade One	Social Studies	Local Communities	Where I Come From	Big Ideas	We shape the local environment, and the local environment shapes who we are and how we live.	See introductory section.

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade One	Social Studies	Local Communities	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Explain the significance of personal or local events, objects, people, or places (significance).	See "We All Have Our Unique Language".
Grade One	Social Studies	Local Communities	Where I Come From	Content: Students are expected to know the following:	Diverse cultures, backgrounds, and perspectives within the local and other communities.	See "You Pass on that Knowledge".
Grade One	Social Studies	Local Communities	Where I Come From	Content: Students are expected to know the following:	Relationships between a community and its environment.	See "There's Proof Everywhere".
Grade One	Social Studies	Local Communities	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment).	See "I Know that is Our Piece of Land".
Grade One	Social Studies	Local Communities	Where I Come From	Content: Students are expected to know the following:	Key events and developments in the local community, and in local First Peoples communities.	See "It Had a lot of Use for Our People".
Grade One	Social Studies	Local Communities	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence).	See "We Were Already Here".
Grade One	Social Studies	Local Communities	Legends about qayx (Mink)	Big Ideas	Our rights, roles, and responsibilities are important for building strong communities.	See "Mink and Grey Bird".
Grade One	Social Studies	Local Communities	Community	Content: Students are expected to know the following:	Characteristics of the local community that provide organization and meet the needs of the community.	
Grade One	Social Studies	Local Communities	New Year's Dance	Content: Students are expected to know the following:	Diverse cultures, backgrounds, and perspectives within the local and other communities.	
Grade One	Social Studies	Local Communities	Friendly Competition	Curricular Competencies: Students are expected to be able to do the following:	Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change).	
Grade One	Social Studies	Local Communities	Old-Timers	Content: Students are expected to know the following:	Roles, rights, and responsibilities in the local community.	
Grade One	Social Studies	Local Communities	My Grandmother	Curricular Competencies: Students are expected to be able to do the following:	Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence).	
Grade One	Social Studies	Local Communities	Learning by Example	Content: Students are expected to know the following:	Key events and developments in the local community, and in local First Peoples communities.	
Grade One	Social Studies	Local Communities	Childhood Fun	Curricular Competencies: Students are expected to be able to do the following:	Explore different perspectives on people, places, issues, or events in their lives (perspective).	
Grade One	Social Studies	Local Communities	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Students are expected to be able to do the following:	Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence).	
Grade One	Social Studies	Local Communities	Legends about qayx (Mink)	Big Ideas	Healthy communities recognize and respect the diversity of individuals and care for the local environment.	See "Mink and Whale".
Grade One	Social Studies	Local Communities	He Got His Spirit Back	Curricular Competencies: Students are expected to be able to do the following:	Explain the significance of personal or local events, objects, people, or places (significance).	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade One	Social Studies	Local Communities	Twins Are Gifted	Curricular Competencies: Students are expected to be able to do the following:	Explore different perspectives on people, places, issues, or events in their lives (perspective).	
Grade One	Social Studies	Local Communities	Rowing with maksema	Content: Students are expected to know the following:	Characteristics of the local community that provide organization and meet the needs of the community.	
Grade One	Social Studies	Local Communities	Salmon	Content: Students are expected to know the following:	Natural and human-made features of the local environment.	
Grade One	Social Studies	Local Communities	t'łosəm and Herring	Curricular Competencies: Students are expected to be able to do the following:	Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment).	
Grade One	Social Studies	Local Communities	Berry Picking	Content: Students are expected to know the following:	Relationships between a community and its environment.	
Grade One	Social Studies	Local Communities	Gardens and Orchards	Content: Students are expected to know the following:	Natural and human-made features of the local environment.	
Grade Two	Social Studies	Regional and Global Communities	Legends about qayχ (Mink)	Big Ideas	Local actions have global consequences, and global actions have local consequences.	
Grade Two	Social Studies	Regional and Global Communities	Territory	Curricular Competencies: Students are expected to be able to do the following:	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	
Grade Two	Social Studies	Regional and Global Communities	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Explain why people, events, or places are significant to various individuals and groups (significance).	See introductory section.
Grade Two	Social Studies	Regional and Global Communities	Where I Come From	Content: Students are expected to know the following:	Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture.	See "We All Have Our Unique Language".
Grade Two	Social Studies	Regional and Global Communities	Where I Come From	Content: Students are expected to know the following:	Rights and responsibilities of individuals regionally and globally.	See "You Pass on that Knowledge".
Grade Two	Social Studies	Regional and Global Communities	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence).	See "There's Proof Everywhere".
Grade Two	Social Studies	Regional and Global Communities	Where I Come From	Content: Students are expected to know the following:	Relationships between people and the environment in different communities.	See "I Know that is Our Piece of Land".
Grade Two	Social Studies	Regional and Global Communities	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Recognize the causes and consequences of events, decisions, or developments (cause and consequence).	See "It Had A Lot of Use for Our People".
Grade Two	Social Studies	Regional and Global Communities	Where I Come From	Content: Students are expected to know the following:	Rights and responsibilities of individuals regionally and globally.	See "We Were Already Here".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Two	Social Studies	Regional and Global Communities	Rowing with maksema	Curricular Competencies: Students are expected to be able to do the following:	Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change).	
Grade Two	Social Studies	Regional and Global Communities	Community	Big Ideas	Canada is made up of many diverse regions and communities.	
Grade Two	Social Studies	Regional and Global Communities	New Year's Dance	Curricular Competencies: Students are expected to be able to do the following:	Explain why people, events, or places are significant to various individuals and groups (significance).	
Grade Two	Social Studies	Regional and Global Communities	Friendly Competition	Content: Students are expected to know the following:	How people's needs and wants are met in communities.	
Grade Two	Social Studies	Regional and Global Communities	Root Digging	Content: Students are expected to know the following:	Relationships between people and the environment in different communities.	
Grade Two	Social Studies	Regional and Global Communities	Salmon	Curricular Competencies: Students are expected to be able to do the following:	Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective).	
Grade Two	Social Studies	Regional and Global Communities	t'ł̓osəm and Herring	Curricular Competencies: Students are expected to be able to do the following:	Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment).	
Grade Two	Social Studies	Regional and Global Communities	Berry Picking	Content: Students are expected to know the following:	Diverse features of the environment in other parts of Canada and the world.	
Grade Two	Social Studies	Regional and Global Communities	Gardens and Orchards	Content: Students are expected to know the following:	Relationships between people and the environment in different communities.	
Grade Two	Social Studies	Regional and Global Communities	Legends about qayx (Mink)	Big Ideas	Individuals have rights and responsibilities as global citizens.	See "Mink and Grey Bird".
Grade Two	Social Studies	Regional and Global Communities	Old-Timers	Curricular Competencies: Students are expected to be able to do the following:	Explain why people, events, or places are significant to various individuals and groups (significance).	
Grade Two	Social Studies	Regional and Global Communities	My Grandmother	Content: Students are expected to know the following:	Rights and responsibilities of individuals regionally and globally.	
Grade Two	Social Studies	Regional and Global Communities	Learning by Example	Curricular Competencies: Students are expected to be able to do the following:	Recognize the causes and consequences of events, decisions, or developments (cause and consequence).	
Grade Two	Social Studies	Regional and Global Communities	Childhood Fun	Content: Students are expected to know the following:	How people's needs and wants are met in communities.	



Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Two	Social Studies	Regional and Global Communities	Coming of Age	Curricular Competencies: Students are expected to be able to do the following:	Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective).	
Grade Two	Social Studies	Regional and Global Communities	nohotəm (They Invited Them to the Feast)	Content: Students are expected to know the following:	Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture.	
Grade Three	Social Studies	Global Indigenous Peoples	Territory	Big Ideas	Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.	
Grade Three	Social Studies	Global Indigenous Peoples	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Explain why people, events, or places are significant to various individuals and groups (significance).	See introductory section.
Grade Three	Social Studies	Global Indigenous Peoples	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence).	See "There's Proof Everywhere".
Grade Three	Social Studies	Global Indigenous Peoples	Where I Come From	Content: Students are expected to know the following:	Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures.	See "I Know that is Our Piece of Land".
Grade Three	Social Studies	Global Indigenous Peoples	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change).	See "It Had A Lot of Use for Our People."
Grade Three	Social Studies	Global Indigenous Peoples	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment).	See "We Were Already Here".
Grade Three	Social Studies	Global Indigenous Peoples	Rowing with maksema	Content: Students are expected to know the following:	Governance and social organization in local and global indigenous societies.	
Grade Three	Social Studies	Global Indigenous Peoples	Community	Big Ideas	People from diverse cultures and societies share some common experiences and aspects of life.	
Grade Three	Social Studies	Global Indigenous Peoples	New Year's Dance	Curricular Competencies: Students are expected to be able to do the following:	Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change).	
Grade Three	Social Studies	Global Indigenous Peoples	Friendly Competition	Content: Students are expected to know the following:	Cultural characteristics and ways of life of local First Peoples and global indigenous peoples.	
Grade Three	Social Studies	Global Indigenous Peoples	Childhood Fun	Content: Students are expected to know the following:	Aspects of life shared by and common to peoples and cultures.	
Grade Three	Social Studies	Global Indigenous Peoples	Coming of Age	Curricular Competencies: Students are expected to be able to do the following:	Recognize the causes and consequences of events, decisions, or developments (cause and consequence).	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Three	Social Studies	Global Indigenous Peoples	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Students are expected to be able to do the following:	Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events.	
Grade Three	Social Studies	Global Indigenous Peoples	The Young Girl and Eleven Puppies	Content: Students are expected to know the following:	Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures.	
Grade Three	Social Studies	Global Indigenous Peoples	Legends about qayχ (Mink)	Big Ideas	Indigenous knowledge is passed down through oral history, traditions, and collective memory.	See "Mink and Grey Bird".
Grade Three	Social Studies	Global Indigenous Peoples	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	See "We All Had Our Unique Language".
Grade Three	Social Studies	Global Indigenous Peoples	Where I Come From	Content: Students are expected to know the following:	Aspects of life shared by and common to peoples and cultures.	See "You Pass on that Knowledge".
Grade Three	Social Studies	Global Indigenous Peoples	Old-Timers	Curricular Competencies: Students are expected to be able to do the following:	Explain why people, events, or places are significant to various individuals and groups (significance).	
Grade Three	Social Studies	Global Indigenous Peoples	My Grandmother	Curricular Competencies: Students are expected to be able to do the following:	Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change).	
Grade Three	Social Studies	Global Indigenous Peoples	Having a Healthy Pregnancy	Content: Students are expected to know the following:	Cultural characteristics and ways of life of local First Peoples and global indigenous peoples.	
Grade Three	Social Studies	Global Indigenous Peoples	Medicine for Babies	Content: Students are expected to know the following:	Interconnections of cultural and technological innovations of global and local indigenous peoples.	
Grade Three	Social Studies	Global Indigenous Peoples	č’ehč’ehλ čxʷ kʷλnetomɔt (You Thank the One Who Looks after All of Us)	Curricular Competencies: Students are expected to be able to do the following:	Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events.	
Grade Three	Social Studies	Global Indigenous Peoples	Legends about qayχ (Mink)	Big Ideas	Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.	
Grade Three	Social Studies	Global Indigenous Peoples	Root Digging	Content: Students are expected to know the following:	Interconnections of cultural and technological innovations of global and local indigenous peoples.	
Grade Three	Social Studies	Global Indigenous Peoples	t’łosəm and Herring	Curricular Competencies: Students are expected to be able to do the following:	Recognize the causes and consequences of events, decisions, or developments (cause and consequence).	
Grade Three	Social Studies	Global Indigenous Peoples	Clam Digging	Content: Students are expected to know the following:	Relationship between humans and their environment.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Three	Social Studies	Global Indigenous Peoples	Berry Picking	Content: Students are expected to know the following:	Aspects of life shared by and common to peoples and cultures.	
Grade Three	Social Studies	Global Indigenous Peoples	Seal Oil	Content: Students are expected to know the following:	Relationship between humans and their environment.	
Grade Three	Social Studies	Global Indigenous Peoples	sohoθOt (Spirit Cleansing)	Curricular Competencies: Students are expected to be able to do the following:	Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change).	
Grade Three	Social Studies	Global Indigenous Peoples	He Got His Spirit Back	Curricular Competencies: Students are expected to be able to do the following:	Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events.	
Grade Three	Social Studies	Global Indigenous Peoples	Twins Are Gifted	Content: Students are expected to know the following:	Cultural characteristics and ways of life of local First Peoples and global indigenous peoples.	
Grade Three	Social Studies	Global Indigenous Peoples	Offerings for the Ancestors	Curricular Competencies: Students are expected to be able to do the following:	Governance and social organization in local and global indigenous societies.	
Grade Three	Social Studies	Global Indigenous Peoples	Self-Care in Times of Grief	Content: Students are expected to know the following:	Cultural characteristics and ways of life of local First Peoples and global indigenous peoples.	
Grade Four	Social Studies	First Peoples and European Contact	Where I Come From	Big Ideas	The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.	See "There's Proof Everywhere".
Grade Four	Social Studies	First Peoples and European Contact	Where I Come From	Big Ideas	Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity.	See "It Had A Lot of Use for Our People".
Grade Four	Social Studies	First Peoples and European Contact	Where I Come From	Big Ideas	Demographic changes in North America created shifts in economic and political power.	See "I Know that is Our Piece of Land".
Grade Four	Social Studies	First Peoples and European Contact	Rowing with maksema	Content: Students are expected to know the following:	The history of the local community and of local First Peoples communities.	See <i>Kla Ah Men</i> .
Grade Four	Social Studies	First Peoples and European Contact	Salmon	Curricular Competencies: Students are expected to be able to do the following:	Construct narratives that capture the attitudes, values, and worldviews comonly held by people at different times or places (perspective).	
Grade Four	Social Studies	First Peoples and European Contact	t'łosəm and Herring	Content: Students are expected to know the following:	The impact of colonization on First Peoples and Societies in British Columbia and Canada.	
Grade Four	Social Studies	First Peoples and European Contact	Colonialism	Big Ideas	Demographic changes in North America created shifts in economic and political power.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Four	Social Studies	First Peoples and European Contact	Legends about qayx (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence).	See "Mink and Grizzly".
Grade Four	Social Studies	First Peoples and European Contact	Trading	Curricular Competencies: Students are expected to be able to do the following:	Construct arguments defending the significance of individuals/groups, places, events, or developments (significance).	
Grade Four	Social Studies	First Peoples and European Contact	Segregation	Content: Students are expected to know the following:	The history of the local community and of local First Peoples communities.	
Grade Four	Social Studies	First Peoples and European Contact	Work and Welfare	Curricular Competencies: Students are expected to be able to do the following:	The impact of colonization on First Peoples and Societies in British Columbia and Canada.	
Grade Four	Social Studies	First Peoples and European Contact	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgement).	See "Caught and Made Me Go".
Grade Four	Social Studies	First Peoples and European Contact	Residential School	Content: Students are expected to know the following:	The impact of colonization on First Peoples and Societies in British Columbia and Canada.	See "I Was a Number," "Little Soldiers", and "Running Away".
Grade Four	Social Studies	First Peoples and European Contact	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change).	See "Robbed of their Children".
Grade Four	Social Studies	First Peoples and European Contact	Community	Big Ideas	The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.	
Grade Four	Social Studies	First Peoples and European Contact	Old-Timers	Curricular Competencies: Students are expected to be able to do the following:	Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change).	
Grade Four	Social Studies	First Peoples and European Contact	Old-Timers	Content: Students are expected to know the following:	The history of the local community and of local First Peoples communities.	
Grade Five	Social Studies	Canadian Issues and Governance	Rowing with maksema	Big Ideas	Canada's policies and treatment of minority peoples have negative and positive legacies.	See <i>Kla Ah Men</i> .
Grade Five	Social Studies	Canadian Issues and Governance	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Construct arguments defending the significance of individuals/groups, places, events, or developments (significance).	See "We Were Already Here".
Grade Five	Social Studies	Canadian Issues and Governance	Where I Come From	Content: Students are expected to know the following:	First Peoples land ownership and use.	See "I Know that is Our Piece of Land".
Grade Five	Social Studies	Canadian Issues and Governance	Where I Come From	Big Ideas	Natural resources continue to shape the economy and identity of different regions of Canada.	See "That's Where We Always Lived".
Grade Five	Social Studies	Canadian Issues and Governance	Salmon	Curricular Competencies: Students are expected to be able to do the following:	Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change).	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Five	Social Studies	Canadian Issues and Governance	Root Digging	Content: Students are expected to know the following:	First Peoples land ownership and use.	
Grade Five	Social Studies	Canadian Issues and Governance	Clam Digging	Content: Students are expected to know the following:	Resources and economic development in different regions of Canada.	
Grade Five	Social Studies	Canadian Issues and Governance	Colonialism	Big Ideas	Canada's policies and treatment of minority peoples have negative and positive legacies.	
Grade Five	Social Studies	Canadian Issues and Governance	Segregation	Curricular Competencies: Students are expected to be able to do the following:	Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgement).	
Grade Five	Social Studies	Canadian Issues and Governance	Work and Welfare	Content: Students are expected to know the following:	Past discriminatory government policies and actions, such as the Chinese Head Tax, the <i>Komagata Maru</i> incident, residential schools, and internments.	
Grade Five	Social Studies	Canadian Issues and Governance	Residential School	Content: Students are expected to know the following:	Past discriminatory government policies and actions, such as the Chinese Head Tax, the <i>Komagata Maru</i> incident, residential schools, and internments.	See "I Was a Number" and "Little Soldiers".
Grade Five	Social Studies	Canadian Issues and Governance	Residential School	Content: Students are expected to know the following:	Human rights and responses to discrimination in Canadian society.	See "Running Away".
Grade Five	Social Studies	Canadian Issues and Governance	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).	See "Robbed of their Children".
Grade Five	Social Studies	Canadian Issues and Governance	The Police	Curricular Competencies: Students are expected to be able to do the following:	Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence).	
Grade Five	Social Studies	Canadian Issues and Governance	The Young Girl and Eleven Puppies	Curricular Competencies: Students are expected to be able to do the following:	Take stakeholders' perspective on issues, developments, or events by making inferences about their beliefs, values and motivations (perspective).	
Grade Five	Social Studies	Canadian Issues and Governance	Recovery	Content: Students are expected to know the following:	Human Rights and responses to discrimination in Canadian society.	
Grade Five	Social Studies	Canadian Issues and Governance	Standing Up for What I Believe In	Big Ideas	Canadian institutions and government reflect the challenge of our regional diversity.	
Grade Five	Social Studies	Canadian Issues and Governance	Learning by Example	Curricular Competencies: Students are expected to be able to do the following:	Take stakeholders' perspective on issues, developments, or events by making inferences about their beliefs, values and motivations (perspective).	
Grade Five	Social Studies	Canadian Issues and Governance	Working Life	Content: Students are expected to know the following:	Human Rights and responses to discrimination in Canadian society.	
Grade Six	Social Studies	Global Issues and Governance	Where I Come From	Big Ideas	Economic self-interest can be a significant cause of conflict among peoples and governments.	See "There's Proof Everywhere".
Grade Six	Social Studies	Global Issues and Governance	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence).	See "That's Where We Always Lived".

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Grade Six	Social Studies	Global Issues and Governance	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Take stakeholders' perspective on issues, developments, or events by making inferences about their beliefs, values and motivations (perspective).	See "It Had A Lot of Use for Our People".
Grade Six	Social Studies	Global Issues and Governance	Where I Come From	Content: Students are expected to know the following:	Regional and international conflict.	See "It Had A Lot of Use for Our People."
Grade Six	Social Studies	Global Issues and Governance	Rowing with maksema	Content: Students are expected to know the following:	Media technologies and coverage of current events.	See <i>Kla Ah Men</i>
Grade Six	Social Studies	Global Issues and Governance	Where I Come From	Content: Students are expected to know the following:	Economic policies and resource management, including effects on Indigenous peoples.	See "We Were Already Here".
Grade Six	Social Studies	Global Issues and Governance	Legends about qayχ (Mink)	Big Ideas	Complex global problems require international co-operation to make difficult choices for the future	See "Mink and Wolf".
Grade Six	Social Studies	Global Issues and Governance	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Take stakeholder's perspective on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).	See "Mink and Wolf".
Grade Six	Social Studies	Global Issues and Governance	Legends about qayχ (Mink)	Content: Students are expected to know the following:	Global poverty and inequality issues, including class structure and gender.	See "Mink and Grizzly".
Grade Six	Social Studies	Global Issues and Governance	Legends about qayχ (Mink)	Content: Students are expected to know the following:	Economic policies and resource management, including effects on Indigenous peoples.	See "Mink and Whale".
Grade Six	Social Studies	Global Issues and Governance	Colonialism	Big Ideas	Systems of government vary in their respect for human rights and freedoms.	
Grade Six	Social Studies	Global Issues and Governance	Trading	Content: Students are expected to know the following:	The urbanization and migration of people.	
Grade Six	Social Studies	Global Issues and Governance	Segregation	Content: Students are expected to know the following:	Global poverty and inequality issues, including class structure and gender.	
Grade Six	Social Studies	Global Issues and Governance	Work and Welfare	Curricular Competencies: Students are expected to be able to do the following:	Take stakeholders' perspectives on issues, developments, or events by making inferences about beliefs, values, and motivations (perspective).	
Grade Six	Social Studies	Global Issues and Governance	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence).	See "I Was a Number" and "Little Soldiers".
Grade Six	Social Studies	Global Issues and Governance	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change).	See "Running Away" and "Robbed of their Children".
Grade Six	Social Studies	Global Issues and Governance	The Police	Curricular Competencies: Students are expected to be able to do the following:	Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgement)	
Grade Six	Social Studies	Global Issues and Governance	Recovery	Big Ideas	Systems of government vary in their respect for human rights and freedoms.	
Grade Six	Social Studies	Global Issues and Governance	The Young Girl and Eleven Puppies	Content: Students are expected to know the following:	Roles of individuals, governmental organizations, and NGOs, including groups representing Indigenous peoples.	
Grade Six	Social Studies	Global Issues and Governance	Learning by Example	Content: Students are expected to know the following:	Diffent systems of goverance.	

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Grade Six	Social Studies	Global Issues and Governance	Working Life	Content: Students are expected to know the following:	Globalization and economic interdependence.	
Grade Six	Social Studies	Global Issues and Governance	Losing Baby Jane	Content: Students are expected to know the following:	Global poverty and inequality issues, including class structure and gender.	
Grade Six	Social Studies	Global Issues and Governance	Standing Up for What I Believe In	Curricular Competencies: Students are expected to be able to do the following:	Take stakeholder's perspective on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).	
Grade Six	Social Studies	Global Issues and Governance	Rowing with maksema	Big Ideas	Media sources can both positively and negatively affect our understanding of important events and issues.	
Grade Six	Social Studies	Global Issues and Governance	Rowing with maksema	Curricular Competencies: Students are expected to be able to do the following:	Use Social Science Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	See <i>Kla Ah Men</i> .
Grade Six	Social Studies	Global Issues and Governance	Rowing with maksema	Content: Students are expected to know the following:	Media technologies and coverage of current events.	See <i>Kla Ah Men</i> .
Grade Six	Social Studies	Global Issues and Governance	Where I Come From	Content: Students are expected to know the following:	Regional and international conflict.	See "We Were Already Here".
Grade Seven	Social Studies	The Ancient World to the 7th Century	Territory	Big Ideas	Geographic conditions shaped the emergence of civilizations.	
Grade Seven	Social Studies	The Ancient World to the 7th Century	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of changed.	See "I Know that is Our Piece of Land".
Grade Seven	Social Studies	The Ancient World to the 7th Century	Where I Come From	Content: Students are expected to know the following:	Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural sources.	See "There's Proof Everywhere".
Grade Seven	Social Studies	The Ancient World to the 7th Century	Salmon	Content: Students are expected to know the following:	Scientific, philosophical, and technological developments.	
Grade Seven	Social Studies	The Ancient World to the 7th Century	Legends about qayx (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change).	See "Mink and Whale".
Grade Seven	Social Studies	The Ancient World to the 7th Century	Wellness	Big Ideas	Religious and cultural practice that emerged during this period have endured and continue to influence people.	
Grade Seven	Social Studies	The Ancient World to the 7th Century	sohoθOt (Spirit Cleansing)	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on the past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (pespective).	
Grade Seven	Social Studies	The Ancient World to the 7th Century	Having a Healthy Pregnancy	Content: Students are expected to know the following:	Scientific, philosophical, and technological developments.	
Grade Seven	Social Studies	The Ancient World to the 7th Century	Medicine for Babies	Content: Students are expected to know the following:	Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources.	

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Grade Seven	Social Studies	The Ancient World to the 7th Century	č'ehč'ehl čx <sup>w</sup> k <sup>w</sup> anetomot (You Thank the One Who Looks after All of Us)	Content: Students are expected to know the following:	Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas.	
Grade Seven	Social Studies	The Ancient World to the 7th Century	Coming of Age	Content: Students are expected to know the following:	Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas.	
Grade Seven	Social Studies	The Ancient World to the 7th Century	Offerings for the Ancestors	Content: Students are expected to know the following:	Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas.	
Grade Seven	Social Studies	The Ancient World to the 7th Century	Where I come From	Big Ideas	Increasingly complex societies required new systems of laws and government.	See "You Pass on that Knowledge".
Grade Seven	Social Studies	The Ancient World to the 7th Century	Old-Timers	Curricular Competencies: Students are expected to be able to do the following:	Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence).	
Grade Seven	Social Studies	The Ancient World to the 7th Century	Learning by Example	Content: Students are expected to know the following:	Social, political, legal, and governmental, and economic systems and structures, including at least one indigenous to the Americas.	
Grade Seven	Social Studies	The Ancient World to the 7th Century	Legends about qayχ (Mink)	Big Ideas	Religious and cultural practice that emerged during this period have endured and continue to influence people.	See "Mink and Grey Bird".
Grade Seven	Social Studies	The Ancient World to the 7th Century	Legends about qayχ (Mink)	Content: Students are expected to know the following:	Social, political, legal, and governmental, and economic systems and structures, including at least one indigenous to the Americas.	See "Mink and Wolf".
Grade Seven	Social Studies	The Ancient World to the 7th Century	Territory	Big Ideas	Economic specialization and trade networks can lead to conflict and cooperation between societies.	
Grade Seven	Social Studies	The Ancient World to the 7th Century	Root Digging	Content: Students are expected to know the following:	Social, political, legal, and governmental, and economic systems and structures, including at least one indigenous to the Americas.	
Grade Seven	Social Studies	The Ancient World to the 7th Century	t'ı̄sə̄m and Herring	Content: Students are expected to know the following:	Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural sources.	
Grade Eight	Social Studies	7th Century to 1750	Territory	Big Ideas	Contact and conflict between peoples stimulates significant cultural, social, and political change.	
Grade Eight	Social Studies	7th Century to 1750	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on the past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective).	See introductory section.
Grade Eight	Social Studies	7th Century to 1750	Where I Come From	Content: Students are expected to know the following:	Exploration, expansion, and colonization.	See "There's Proof Everywwhere".
Grade Eight	Social Studies	7th Century to 1750	Where I Come From	Content: Students are expected to know the following:	Social, political, legal, and governmental, and economic systems and structures, including at least one indigenous to the Americas.	See "That's Where We Always Lived."



Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eight	Social Studies	7th Century to 1750	Where I Come From	Big Ideas	Human and environmental factors shape changes in population and living standards.	See "I Know that is Our Piece of Land."
Grade Eight	Social Studies	7th Century to 1750	Legends about qayx (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Identify what the creators of accounts, narratives, maps, or texts have determined is significant.	See "Mink and Whale".
Grade Eight	Social Studies	7th Century to 1750	Salmon	Content: Students are expected to know the following:	Philosophical and cultural shifts.	
Grade Eight	Social Studies	7th Century to 1750	t'ł̓osəm and Herring	Content: Students are expected to know the following:	Exploration, expansion, and colonization.	
Grade Eight	Social Studies	7th Century to 1750	Root Digging	Content: Students are expected to know the following:	Social, political, legal, and governmental, and economic systems and structures, including at least one indigenous to the Americas.	
Grade Eight	Social Studies	7th Century to 1750	Where I Come From	Big Ideas	Exploration, expansion, and colonization had varying consequences for different groups.	See "I Know that is Our Piece of Land".
Grade Eight	Social Studies	7th Century to 1750	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgement).	See "We Were Already Here".
Grade Eight	Social Studies	7th Century to 1750	Old-Timers	Big Ideas	Changing ideas about the world created tensions between people wanting to adopt new ideas and those wanting to preserve established traditions.	
Grade Eight	Social Studies	7th Century to 1750	Legends about qayx (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance).	See "Mink and Grey Bird".
Grade Eight	Social Studies	7th Century to 1750	Learning by Example	Content: Students are expected to know the following:	Social, political, and economic systems and structures, including those of at least one indigenous civilization.	
Grade Eight	Social Studies	7th Century to 1750	Having a Healthy Pregnancy	Content: Students are expected to know the following:	Scientific and technological innovations.	
Grade Eight	Social Studies	7th Century to 1750	Medicine for Babies	Content: Students are expected to know the following:	Scientific and technological innovations.	
Grade Eight	Social Studies	7th Century to 1750	č'ehč'ehł čxw k'w̓łnetomot (You Thank the One Who Looks after All of Us)	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective).	
Grade Nine	Social Studies	1750-1919	Territory	Big Ideas	Emerging ideas and ideologies profoundly influence societies and events.	
Grade Nine	Social Studies	1750-1919	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuities and changes for different groups at the same time period (continuity and change).	See "You Pass that Knowledge On".
Grade Nine	Social Studies	1750-1919	Rowing with maksema	Content: Students are expected to know the following:	Imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world.	See <i>Kla Ah Men</i> .
Grade Nine	Social Studies	1750-1919	Recovery	Content: Students are expected to know the following:	Local, regional, and global conflicts.	
Grade Nine	Social Studies	1750-1919	Where I Come From	Big Ideas	The physical environment influences the nature of political, social, and economic change.	See introductory section.

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Grade Nine	Social Studies	1750-1919	Legends about qayx (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Recognize implicit and explicit ethical judgements in a variety of sources (ethical judgement).	See "Mink and Whale".
Grade Nine	Social Studies	1750-1919	Salmon	Curricular Competencies: Students are expected to be able to do the following:	Assess prevailing conditions and the actions of individuals or groups at the same time period (continuity and change).	
Grade Nine	Social Studies	1750-1919	Clam Digging	Content: Students are expected to know the following:	Local, regional, and global conflicts.	
Grade Nine	Social Studies	1750-1919	Berry Picking	Content: Students are expected to know the following:	Physiographic features and natural resources in Canada.	
Grade Nine	Social Studies	1750-1919	Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuities and changes for different groups at the same time period (continuity and change).	
Grade Nine	Social Studies	1750-1919	sohoθOt (Spirit Cleansing)	Curricular Competencies: Students are expected to be able to do the following:	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	
Grade Nine	Social Studies	1750-1919	Colonialism	Big Ideas	Disparities in power alter the balance of relationships between individuals and between societies.	
Grade Nine	Social Studies	1750-1919	Legends about qayx (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective).	See "Mink and Grizzly".
Grade Nine	Social Studies	1750-1919	Trading	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance).	
Grade Nine	Social Studies	1750-1919	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess the justification for competing historical accounts after investigating points of contention, reliability or sources, and adequacy of evidence (evidence).	See "We Were Already Here".
Grade Nine	Social Studies	1750-1919	Segregation	Content: Students are expected to know the following:	Nationalism and the development of modern nation-states, including Canada.	
Grade Nine	Social Studies	1750-1919	Work and Welfare	Curricular Competencies: Students are expected to be able to do the following:	Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence).	
Grade Nine	Social Studies	1750-1919	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective).	See introductory section and "I Was a Number".
Grade Nine	Social Studies	1750-1919	Residential School	Content: Students are expected to know the following:	Discriminatory policies and injustices in Canada and the world, such as the Head Tax, the <i>Komagata Maru</i> incident, residential schools, and World War I internment.	See "Little Soldiers".
Grade Nine	Social Studies	1750-1919	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgement).	See "Running Away" and "Robbed of their Children".
Grade Nine	Social Studies	1750-1919	Recovery	Content: Students are expected to know the following:	Imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world.	

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Grade Nine	Social Studies	1750-1919	Community	Big Ideas	Collective identity is constructed and can change over time.	
Grade Nine	Social Studies	1750-1919	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Recognize implicit and explicit ethical judgements in a variety of sources (ethical judgement).	See "Mink and Wolf".
Grade Nine	Social Studies	1750-1919	Friendly Competition	Content: Students are expected to know the following:	Global demographic shifts, including patterns of migration and population growth.	
Grade Nine	Social Studies	1750-1919	New Year's Dance	Content: Students are expected to know the following:	Global demographic shifts, including patterns of migration and population growth.	
Grade Nine	Social Studies	1750-1919	Old-Timers	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance).	
Grade Nine	Social Studies	1750-1919	Learning by Example	Curricular Competencies: Students are expected to be able to do the following:	Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence).	
Grade Nine	Social Studies	1750-1919	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Recognize implicit and explicit ethical judgements in a variety of sources (ethical judgement).	See "Mink and Grey Bird".
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Legends about qayχ (Mink)	Big Ideas	Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.	See "Mink and Grizzly".
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Territory	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance).	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess the justification for competing historical accounts after investigating points of contention, reliability or sources, and adequacy of evidence (evidence).	See "We All HAVe Our Unique Language".
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective).	See "We Were Already Here".
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Rowing with maksema	Content: Students are expected to know the following:	Government, First Peoples governance, political institutions, and ideologies.	See <i>Kla Ah Men</i> .
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Salmon	Content: Students are expected to know the following:	Environmental, political, and economic policies.	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	t'ł̓osəm and Herring	Content: Students are expected to know the following:	Domestic conflicts and co-operation.	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Legends about qayχ (Mink)	Big Ideas	The development of political institutions is influenced by economic, social, ideological, and geographic factors.	See "Mink and Wolf".

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Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Where I Come From	Content: Students are expected to know the following:	Government, First Peoples governance, political institutions, and ideologies.	See "You Pass on that Knowledge".
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Where I Come From	Content: Students are expected to know the following:	Discriminatory policies and injustices in Canada and the world, including residential school, the head tax, the <i>Komagata Maru</i> incident, and internments.	See "There's Proof Everywhere".
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective).	See "That's Where We Always Lived".
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Community	Curricular Competencies: Students are expected to be able to do the following:	Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence).	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	New Year's Dance	Curricular Competencies: Students are expected to be able to do the following:	Government, First Peoples governance, political institutions, and ideologies.	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Friendly Competition	Content: Students are expected to know the following:	Government, First Peoples governance, political institutions, and ideologies.	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Working Life	Content: Students are expected to know the following:	Domestic conflicts and co-operation.	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Standing Up for What I Believe In	Content: Students are expected to know the following:	Advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission.	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Legends about qayχ (Mink)	Big Ideas	Worldviews lead to different perspectives and ideas about developments in Canadian society.	See "Mink and Grey Bird".
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuities and changes for different groups at particular times and places (continuity and change).	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Old-Timers	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective).	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	My Grandmother	Content: Students are expected to know the following:	Government, First Peoples governance, political institutions, and ideologies.	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Learning by Example	Content: Students are expected to know the following:	Environmental, political, and economic policies.	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	qʷɔl č'ε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective).	

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Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Losing Baby Jane	Content: Students are expected to know the following:	Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the <i>Komagata Maru</i> incident, and internments.	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Colonialism	Big Ideas	Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Trading	Curricular Competencies: Students are expected to be able to do the following:	Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence).	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Segregation	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective).	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Work and Welfare	Content: Students are expected to know the following:	Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the <i>Komagata Maru</i> incident, and internments.	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	My Dog Patsy	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgement).	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Use Social Science Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	See introductory section.
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Residential School	Content: Students are expected to know the following:	Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the <i>Komagata Maru</i> incident, and internments.	See "I Was a Number" and "Little Soldiers".
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgement).	See "Robbed of their Children".
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Making Homebrew	Content: Students are expected to know the following:	Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the <i>Komagata Maru</i> incident, and internments.	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	The Police	Content: Students are expected to know the following:	Domestic conflicts and co-operation.	
Grade Ten	Social Studies	Canada and the World: 1914 to the Present	Recovery	Content: Students are expected to know the following:	Advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission.	
Grade Eleven	Social Studies	Explorations in Social Studies	Community	Big Ideas	Cultural expressions convey richness, diversity, and resiliency of B.C. First Peoples (from B.C. First Peoples 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Friendly Competition	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of people, places, events, phenomena, ideas, or developments (significance).	
Grade Eleven	Social Studies	Explorations in Social Studies	New Year's Dance	Content: Students are expected to know the following:	Diversity of B.C. First Peoples territories and communities (adapted from B.C. First Peoples 12).	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	Social Studies	Explorations in Social Studies	Childhood Fun	Content: Students are expected to know the following:	Diversity of B.C. First Peoples territories and communities (adapted from B.C. First Peoples 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Old-Timers	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change).	
Grade Eleven	Social Studies	Explorations in Social Studies	My Grandmother	Curricular Competencies: Students are expected to be able to do the following:	Assess the short-term and long-term causes and unexpected consequences of people's actions, events, phenomena, ideas, or developments (causes and consequence).	
Grade Eleven	Social Studies	Explorations in Social Studies	Legends about qayχ (Mink)	Big Ideas	Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures (from Comparative Cultures 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Use Social Science Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	See "Mink and Cloud".
Grade Eleven	Social Studies	Explorations in Social Studies	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of people, places, events, phenomena, ideas, or developments (significance).	See "Mink and Eagle".
Grade Eleven	Social Studies	Explorations in Social Studies	Legends about qayχ (Mink)	Content: Students are expected to know the following:	Systems of power and governance in global cultures.	See "Mink and Wolf".
Grade Eleven	Social Studies	Explorations in Social Studies	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective).	See "Mink and Grey Bird".
Grade Eleven	Social Studies	Explorations in Social Studies	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgement).	See "Mink and Grizzly".
Grade Eleven	Social Studies	Explorations in Social Studies	Where I Come From	Big Ideas	Physical features and natural resources influence demographic patterns and population distribution (adapted from Human Geography 12).	See introductory section and "There's Proof Everywhere".
Grade Eleven	Social Studies	Explorations in Social Studies	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of people, places, events, phenomena, ideas, or developments (significance).	See "I Know that is Our Piece of Land".
Grade Eleven	Social Studies	Explorations in Social Studies	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change).	See "That's Where They Always Lived".
Grade Eleven	Social Studies	Explorations in Social Studies	Where I Come From	Content: Students are expected to know the following:	Natural resource use and local, regional, national, or global development (adapted from Human Geography 12).	See "It Had A Lot of Uses For Our People".
Grade Eleven	Social Studies	Explorations in Social Studies	Root Digging	Content: Students are expected to know the following:	Natural resource use and local, regional, national, or global development (adapted from Human Geography 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Territory	Big Ideas	Physical features and natural resources influence demographic patterns and population distribution (adapted from Human Geography 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgement).	See "Mink and Whale".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	Social Studies	Explorations in Social Studies	Salmon	Curricular Competencies: Students are expected to be able to do the following:	Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective).	
Grade Eleven	Social Studies	Explorations in Social Studies	Clam Digging	Content: Students are expected to know the following:	Natural resource use and local, regional, national, or global development (adapted from Human Geography 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Work and Welfare	Curricular Competencies: Students are expected to be able to do the following:	Assess the short- and long-term causes and unexpected consequences of people's actions, events, phenomena, ideas, or developments (causes and consequence).	
Grade Eleven	Social Studies	Explorations in Social Studies	Territory	Big Ideas	Understanding how political decisions are made is critical to being an informed and engaged citizen (from Political Studies 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Legends about qayx (Mink)	Content: Students are expected to know the following:	Current issues in local, regional, national, or global politics as represented in mass media (adapted from Human Geography 12).	See "Mink and Wolf".
Grade Eleven	Social Studies	Explorations in Social Studies	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of people, places, events, phenomena, ideas, or developments (significance).	See "We All Have Our Unique Language".
Grade Eleven	Social Studies	Explorations in Social Studies	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change).	See "You Pass on that Knowledge".
Grade Eleven	Social Studies	Explorations in Social Studies	Rowing with maksema	Content: Students are expected to know the following:	Current issues in local, regional, national, or global politics as represented in mass media (adapted from Human Geography 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Learning by Example	Curricular Competencies: Students are expected to be able to do the following:	Assess the short-term and long-term causes and unexpected consequences of people's actions, events, phenomena, ideas, or developments (causes and consequence).	
Grade Eleven	Social Studies	Explorations in Social Studies	Working Life	Curricular Competencies: Students are expected to be able to do the following:	Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective).	
Grade Eleven	Social Studies	Explorations in Social Studies	Standing Up for What I Believe In	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgement).	
Grade Eleven	Social Studies	Explorations in Social Studies	Working Life	Big Ideas	The rapid development and proliferation of communication and transportation technologies in the 20th century led to profound changes in personal and national identities (adapted from 20th Century World History).	
Grade Eleven	Social Studies	Explorations in Social Studies	qʷul č'ε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Students are expected to be able to do the following:	Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective).	
Grade Eleven	Social Studies	Explorations in Social Studies	Losing Baby Jane	Content: Students are expected to know the following:	Social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Wellness	Big Ideas	Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite continuing effects of colonialism (from Contemporary Indigenous Studies 12).	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	Social Studies	Explorations in Social Studies	sohoθOt (Spirit Cleansing)	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of people, places, events, phenomena, ideas, or developments (significance).	
Grade Eleven	Social Studies	Explorations in Social Studies	Having a Healthy Pregnancy	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change).	
Grade Eleven	Social Studies	Explorations in Social Studies	Medicine for Babies	Curricular Competencies: Students are expected to be able to do the following:	Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective).	
Grade Eleven	Social Studies	Explorations in Social Studies	Losing Baby Jane	Content: Students are expected to know the following:	Colonialism and contemporary issues for Indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Self-Care in Times of Grief	Content: Students are expected to know the following:	Colonialism and contemporary issues for Indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Legends about qayχ (Mink)	Big Ideas	Religion can powerfully shape social, political, legal, and environmental values (Comparative World Religions 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Legends about qayχ (Mink)	Content: Students are expected to know the following:	Sacred texts, traditions, and narratives of cultures (from Comparative World Religions 12).	See "Mink and Whale".
Grade Eleven	Social Studies	Explorations in Social Studies	Legends about qayχ (Mink)	Content: Students are expected to know the following:	Sacred texts, traditions, and narratives of cultures (from Comparative World Religions 12).	See "Mink and Grey Bird".
Grade Eleven	Social Studies	Explorations in Social Studies	sohoθOt (Spirit Cleansing)	Big Ideas	Religion can powerfully shape social, political, legal, and environmental values (Comparative World Religions 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Coming of Age	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of people, places, events, phenomena, ideas, or developments (significance).	
Grade Eleven	Social Studies	Explorations in Social Studies	Twins Are Gifted	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change).	
Grade Eleven	Social Studies	Explorations in Social Studies	The Last Walk	Content: Students are expected to know the following:	Sacred texts, traditions, and narratives of cultures (from Comparative World Religions 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Offerings for the Ancestors	Content: Students are expected to know the following:	Sacred texts, traditions, and narratives of cultures (from Comparative World Religions 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Where I Come From	Big Ideas	The implementation of economic theories has profound effects on social and political decision making and movements (from Economic Theory 12).	See introductory section.
Grade Eleven	Social Studies	Explorations in Social Studies	Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Assess the short-term and long-term causes and unexpected consequences of people's actions, events, phenomena, ideas, or developments (causes and consequence).	
Grade Eleven	Social Studies	Explorations in Social Studies	Salmon	Content: Students are expected to know the following:	Contemporary theories of money and investment (adapted from Economic Theory 12).	



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Grade Eleven	Social Studies	Explorations in Social Studies	t'ł̓osəm and Herring	Content: Students are expected to know the following:	Contemporary theories of money and investment (adapted from Economic Theory 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Working Life	Content: Students are expected to know the following:	Contemporary theories of money and investment (adapted from Economic Theory 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Recovery	Big Ideas	The intentional destruction of peoples and their culture is not inevitable, and such attempts can be disrupted and resisted (from Genocide Studies 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Colonialism	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of people, places, events, phenomena, ideas, or developments (significance).	
Grade Eleven	Social Studies	Explorations in Social Studies	Segregation	Curricular Competencies: Students are expected to be able to do the following:	Assess the credibility and justifiability of evidence, data, and interpretations (evidence).	
Grade Eleven	Social Studies	Explorations in Social Studies	Residential School	Content: Students are expected to know the following:	Recognition of and responses to genocides (from Genocide Studies 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Colonialism	Big Ideas	A society's laws and legal framework affect many aspects of people's daily lives (from Law Studies 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Segregation	Curricular Competencies: Students are expected to be able to do the following:	Assess the short-term and long-term causes and unexpected consequences of people's actions, events, phenomena, ideas, or developments (causes and consequence).	
Grade Eleven	Social Studies	Explorations in Social Studies	Work and Welfare	Curricular Competencies: Students are expected to be able to do the following:	Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective).	
Grade Eleven	Social Studies	Explorations in Social Studies	Making Homebrew	Content: Students are expected to know the following:	Rights of individuals in Canada (adapted from Law Studies 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	The Police	Curricular Competencies: Students are expected to be able to do the following:	Assess the credibility and justifiability of evidence, data, and interpretations (evidence).	
Grade Eleven	Social Studies	Explorations in Social Studies	Working Life	Curricular Competencies: Students are expected to be able to do the following:	Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective).	
Grade Eleven	Social Studies	Explorations in Social Studies	Standing Up for What I Believe In	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgement).	
Grade Eleven	Social Studies	Explorations in Social Studies	Legends about qayx (Mink)	Big Ideas	Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs (from Philosophy 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Legends about qayx (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective).	See "Mink and Grey Bird".
Grade Eleven	Social Studies	Explorations in Social Studies	Learning by Example	Content: Students are expected to know the following:	Fundamental nature of knowledge, existence, and reality (adapted from Philosophy 12).	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Eleven	Social Studies	Explorations in Social Studies	He Got His Spirit Back	Content: Students are expected to know the following:	Fundamental nature of knowledge, existence, and reality (adapted from Philosophy 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Offerings for the Ancestors	Curricular Competencies: Students are expected to be able to do the following:	Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective).	
Grade Eleven	Social Studies	Explorations in Social Studies	The Young Girl and Eleven Puppies	Big Ideas	Social justice initiatives can transform individuals and systems (from Social Justice 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Recovery	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgement).	
Grade Eleven	Social Studies	Explorations in Social Studies	Residential School	Content: Students are expected to know the following:	Methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12).	See "Robbed of their Children".
Grade Eleven	Social Studies	Explorations in Social Studies	Working Life	Curricular Competencies: Students are expected to be able to do the following:	Assess the short-term and long-term causes and unexpected consequences of people's actions, events, phenomena, ideas, or developments (causes and consequence).	
Grade Eleven	Social Studies	Explorations in Social Studies	Standing Up for What I Believe In	Content: Students are expected to know the following:	Methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Where I Come From	Big Ideas	Decision making in urban and regional planning requires balancing political, economic, social, and environmental factors (from Urban Planning Studies 12).	See "There's Proof Everywhere".
Grade Eleven	Social Studies	Explorations in Social Studies	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess the short-term and long-term causes and unexpected consequences of people's actions, events, phenomena, ideas, or developments (causes and consequence).	See "It Had A Lot of Uses for Our People".
Grade Eleven	Social Studies	Explorations in Social Studies	Rowing with maksema	Content: Students are expected to know the following:	Global issues in urbanization (adapted from Urban Studies 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Trading	Content: Students are expected to know the following:	Global issues in urbanization (adapted from Urban Studies 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Segregation	Content: Students are expected to know the following:	Global issues in urbanization (adapted from Urban Studies 12).	
Grade Eleven	Social Studies	Explorations in Social Studies	Work and Welfare	Content: Students are expected to know the following:	Global issues in urbanization (adapted from Urban Studies 12).	
Grade Twelve	Social Studies	20th Century World History	Community	Big Ideas	Nationalist movements can unite people in common causes or lead to intense conflict between groups.	
Grade Twelve	Social Studies	20th Century World History	Friendly Competition	Content: Students are expected to know the following:	Migrations, movements, and territorial boundaries.	
Grade Twelve	Social Studies	20th Century World History	Old-Timers	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group.	
Grade Twelve	Social Studies	20th Century World History	Learning by Example	Content: Students are expected to know the following:	Social and cultural developments.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	20th Century World History	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective).	
Grade Twelve	Social Studies	20th Century World History	Colonialism	Big Ideas	Nationalist movements can unite people in common causes or lead to intense conflict between groups.	
Grade Twelve	Social Studies	20th Century World History	Trading	Content: Students are expected to know the following:	Migrations, movements, and territorial boundaries.	
Grade Twelve	Social Studies	20th Century World History	Segregation	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuities and changes for different groups at particular times and places (continuity and change).	
Grade Twelve	Social Studies	20th Century World History	Work and Welfare	Content: Students are expected to know the following:	Migrations, movements, and territorial boundaries.	
Grade Twelve	Social Studies	20th Century World History	My Dog Patsy	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective).	
Grade Twelve	Social Studies	20th Century World History	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgement).	See introductory section
Grade Twelve	Social Studies	20th Century World History	Residential School	Content: Students are expected to know the following:	Authoritarian regimes.	See "I Was A Number" and "Little Soldiers".
Grade Twelve	Social Studies	20th Century World History	Residential School	Content: Students are expected to know the following:	Religious, ethnic, and/or cultural conflicts, including genocide.	See "Running Away" and "Robbed of their Children".
Grade Twelve	Social Studies	20th Century World History	The Police	Curricular Competencies: Students are expected to be able to do the following:	Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence).	
Grade Twelve	Social Studies	20th Century World History	Recovery	Content: Students are expected to know the following:	Human rights movements, including Indigenous peoples movements.	
Grade Twelve	Social Studies	20th Century World History	Rowing with maksema	Big Ideas	The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes.	See <i>Kla Ah Men</i> .
Grade Twelve	Social Studies	20th Century World History	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence).	See "There's Proof Everywhere".
Grade Twelve	Social Studies	20th Century World History	Where I Come From	Content: Students are expected to know the following:	Migrations, movements, and territorial boundaries.	See "I Know that is Our Piece of Land" and "That's Where We Always Lived".
Grade Twelve	Social Studies	20th Century World History	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuities and changes for different groups at particular times and places (continuity and change).	See "It Had A Lot of Use for Our People".
Grade Twelve	Social Studies	20th Century World History	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past or present people, places, issues, or events, by considering prevailing norms, values, worldviews, and beliefs (perspective).	See "We Were Already Here".
Grade Twelve	Social Studies	20th Century World History	Work and Welfare	Content: Students are expected to know the following:	Migrations, movements, and territorial boundaries.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	20th Century World History	Working Life	Big Ideas	The breakdown of long-standing empires created new economic and political systems.	
Grade Twelve	Social Studies	20th Century World History	Losing Baby Jane	Curricular Competencies: Students are expected to be able to do the following:	Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence).	
Grade Twelve	Social Studies	20th Century World History	qʷul č'ε tawθem kʷut tomas (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Migrations, movements, and territorial boundaries.	
Grade Twelve	Social Studies	20th Century World History	Standing Up for What I Believe In	Content: Students are expected to know the following:	Human rights movements, including indigenous peoples movements.	
Grade Twelve	Social Studies	Human Geography	Legends about qayχ (Mink)	Big Ideas	Analyzing data from a variety of sources allows us to better understand our globally connected world.	See "Mink and Whale".
Grade Twelve	Social Studies	Human Geography	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place).	See "There's Proof Everywhere".
Grade Twelve	Social Studies	Human Geography	Where I Come From	Content: Students are expected to know the following:	Demographic patterns of growth, decline, and movement.	See "I Know that is Our Piece of Land".
Grade Twelve	Social Studies	Human Geography	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess a variety of interpretations of geographic evidence after investigating different perspectives, reliability of sources, and adequacy of evidence (evidence and interpretation).	See "We Were Already Here".
Grade Twelve	Social Studies	Human Geography	Territory	Big Ideas	Demographic patterns and population distribution are influenced by physical features and natural resources.	
Grade Twelve	Social Studies	Human Geography	Salmon	Curricular Competencies: Students are expected to be able to do the following:	Evaluate how particular geographic actions or events influence human practices or outcomes (geographical value judgements).	
Grade Twelve	Social Studies	Human Geography	t'ł̓osəm and Herring	Content: Students are expected to know the following:	Relationships between natural resources and patterns of population settlement and economic development.	
Grade Twelve	Social Studies	Human Geography	Where I Come From	Big Ideas	Human activities alter landscape in variety of ways.	See "That's Where We Always Lived".
Grade Twelve	Social Studies	Human Geography	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Evaluate features or aspects of geographic phenomena or locations to explain what makes them worthy of attention or recognition (geographical importance).	See "It Had A Lot of Use for Our People".
Grade Twelve	Social Studies	Human Geography	Root Digging	Content: Students are expected to know the following:	Relationships between cultural traits, use of physical space, and impacts on the environment.	
Grade Twelve	Social Studies	Human Geography	Clam Digging	Content: Students are expected to know the following:	Industrialization, trade, and natural resource demands.	
Grade Twelve	Social Studies	Human Geography	Seal Oil	Content: Students are expected to know the following:	Relationships between First Peoples and the environment.	
Grade Twelve	Social Studies	Human Geography	Work and Welfare	Curricular Competencies: Students are expected to be able to do the following:	Evaluate features or aspects of geographic phenomena or locations to explain what makes them worthy of attention or recognition (geographical importance).	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Human Geography	sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Identify and assess how human and environmental factors and events influence each other (interactions and associations).	
Grade Twelve	Social Studies	Human Geography	qʷɔl č'ε tawθem kʷut tamɫs (They [Spirits] Just Came and Told You Something)	Content: Students are expected to know the following:	Relationships between cultural traits, use of physical space, and impacts on the environment.	
Grade Twelve	Social Studies	Human Geography	Losing Baby Jane	Content: Students are expected to know the following:	Demographic patterns of growth, decline, and movement.	
Grade Twelve	Social Studies	Human Geography	Community	Big Ideas	A geographic region can encompass a variety of physical features and/or human interactions.	
Grade Twelve	Social Studies	Human Geography	Friendly Competition	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place).	
Grade Twelve	Social Studies	Human Geography	New Year's Dance	Content: Students are expected to know the following:	Relationships between cultural traits, use of physical space, and impacts on the environment.	
Grade Twelve	Social Studies	Human Geography	Learning by Example	Content: Students are expected to know the following:	Political organization of geographic regions.	
Grade Twelve	Social Studies	Human Geography	Working Life	Curricular Competencies: Students are expected to be able to do the following:	Evaluate features or aspects of geographic phenomena or locations to explain what makes them worthy of attention or recognition (geographical importance).	
Grade Twelve	Social Studies	Human Geography	Standing Up for What I Believe In	Content: Students are expected to know the following:	Political organization of geographic regions.	
Grade Twelve	Social Studies	Genocide Studies	Colonialism	Big Ideas	Despite international commitments to prohibit genocide, violence targeted against groups of people has continued to challenge global peace and prosperity.	
Grade Twelve	Social Studies	Genocide Studies	Segregation	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of people, locations, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance).	
Grade Twelve	Social Studies	Genocide Studies	Residential School	Content: Students are expected to know the following:	Acts of mass violence and atrocities in different global regions.	See introductory section.
Grade Twelve	Social Studies	Genocide Studies	Residential School	Content: Students are expected to know the following:	Strategies used to commit genocide.	See "I Was a Number".
Grade Twelve	Social Studies	Genocide Studies	Residential School	Content: Students are expected to know the following:	Movements that deny the existence or minimize the scope of genocide.	See "Little Soldiers".
Grade Twelve	Social Studies	Genocide Studies	The Young Girl and Eleven Puppies	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective).	
Grade Twelve	Social Studies	Genocide Studies	Residential School	Big Ideas	The intentional destruction of peoples and their cultures is not inevitable, and such attempts can be disrupted and resisted.	See "Running Away" and "Robbed of their Children".
Grade Twelve	Social Studies	Genocide Studies	Old-Timers	Curricular Competencies: Students are expected to be able to do the following:	Assess how prevailing conditions and the actions of individuals or groups influence events, locations, decisions, or developments (cause and consequence).	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Genocide Studies	My Grandmother	Content: Students are expected to know the following:	Assess how prevailing conditions and the actions of individuals or groups influenced events, location, decisions, or developments (cause and consequence).	
Grade Twelve	Social Studies	Genocide Studies	Legends about qayx (Mink)	Content: Students are expected to know the following:	Recognition of and responses to genocides.	See "Mink and Grizzly" and "Mink and Grey Bird".
Grade Twelve	Social Studies	Genocide Studies	Standing Up for What I Believe In	Content: Students are expected to know the following:	Genocide prevention, including international law and enforcement.	
Grade Twelve	Social Studies	Genocide Studies	Recovery	Content: Students are expected to know the following:	Recognition of and responses to genocides.	
Grade Twelve	Social Studies	B.C. First Peoples	Where I Come From	Big Ideas	The identities, worldviews, and languages of B.C. First Peoples are renewed, sustained, and transformed through their connection to the land.	See "We All Have Our Unique Language".
Grade Twelve	Social Studies	B.C. First Peoples	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of people, events, places, issues, or developments in the past and present (significance).	See "You Pass on that Knowledge".
Grade Twelve	Social Studies	B.C. First Peoples	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	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).	See "There's Proof Everywhere".
Grade Twelve	Social Studies	B.C. First Peoples	Where I Come From	Content: Students are expected to know the following:	Traditional territories of the B.C. First Nations and relationships with land.	See "I Know this Piece of Land".
Grade Twelve	Social Studies	B.C. First Peoples	Where I Come From	Content: Students are expected to know the following:	Impact of historical exchanges of ideas, practices, and materials among local B.C. First Peoples and with non-Indigenous peoples.	See "That's Where We Always Lived" and "It Had A Lot of Use for Our People".
Grade Twelve	Social Studies	B.C. First Peoples	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer perspectives and sense of place, and compare varying perspectives on land and place (perspective).	See "We Were Already Here".
Grade Twelve	Social Studies	B.C. First Peoples	Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Assess the connectedness or the reciprocal relationship between people and place (cause and consequence).	
Grade Twelve	Social Studies	B.C. First Peoples	Legends about qayx (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Using the 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).	See "Mink and Whale".
Grade Twelve	Social Studies	B.C. First Peoples	Colonialism	Big Ideas	The impact of contact and colonization continues to affect the political, social, and economic lives of B.C. First Peoples.	
Grade Twelve	Social Studies	B.C. First Peoples	Segregation	Content: Students are expected to know the following:	Resistance of B.C. First Peoples to colonialism.	
Grade Twelve	Social Studies	B.C. First Peoples	Work and Welfare	Curricular Competencies: Students are expected to be able to do the following:	Assess the connectedness or the reciprocal relationship between people and place (cause and consequence).	
Grade Twelve	Social Studies	B.C. First Peoples	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Characterize different time periods in human history, including examples of progress and decline, and identify key turning points that marked periods of change (change and continuity).	See introductory section.

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	B.C. First Peoples	Residential School	Content: Students are expected to know the following:	Provincial and federal government policies that have affected, and continue to affect, the responses of B.C. First peoples to colonialism.	See "I Was a Number" and "Little Soldiers".
Grade Twelve	Social Studies	B.C. First Peoples	Residential School	Content: Students are expected to know the following:	Resistance of B.C. First Peoples to colonialism.	See "Running Away".
Grade Twelve	Social Studies	B.C. First Peoples	Residential School	Content: Students are expected to know the following:	Contemporary challenges facing B.C. First Peoples, including legacies of colonialism.	See "Robbed of their Children".
Grade Twelve	Social Studies	B.C. First Peoples	Making Homebrew	Content: Students are expected to know the following:	Provincial and federal government policies that have affected, and continue to affect, the responses of B.C. First peoples to colonialism.	
Grade Twelve	Social Studies	B.C. First Peoples	The Police	Content: Students are expected to know the following:	Assess the long-term and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development (cause and consequence).	
Grade Twelve	Social Studies	B.C. First Peoples	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on the past and present people, places, issues, or events, and distinguish between worldviews of today and the past (perspective).	See "Mink and Grizzly".
Grade Twelve	Social Studies	B.C. First Peoples	The Young Girl and Eleven Puppies	Content: Students are expected to know the following:	Role of oral tradition for B.C. First Peoples.	
Grade Twelve	Social Studies	B.C. First Peoples	Recovery	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned and ethical judgements about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond (ethical judgement).	
Grade Twelve	Social Studies	B.C. First Peoples	Community	Big Ideas	Cultural expressions convey richness, diversity, and resiliency of B.C. First Peoples.	
Grade Twelve	Social Studies	B.C. First Peoples	Friendly Competition	Curricular Competencies: Students are expected to be able to do the following:	Characterize different time periods in human history, including examples of progress and decline, and identify key turning points that marked periods of change (change and continuity).	
Grade Twelve	Social Studies	B.C. First Peoples	New Year's Dance	Content: Students are expected to know the following:	Traditional territories of the B.C. First Nations and relationships with land.	
Grade Twelve	Social Studies	B.C. First Peoples	Childhood Fun	Curricular Competencies: Students are expected to be able to do the following:	Assess the connectedness or the reciprocal relationship between people and place (cause and consequence).	
Grade Twelve	Social Studies	B.C. First Peoples	Old-Timers	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of people, events, places, issues, or developments in the past and present (significance).	
Grade Twelve	Social Studies	B.C. First Peoples	My Grandmother	Content: Students are expected to know the following:	Resistance of B.C. First Peoples to colonialism.	
Grade Twelve	Social Studies	B.C. First Peoples	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Using the 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)	See "Mink and Grey Bird".
Grade Twelve	Social Studies	B.C. First Peoples	nohotəm (They Invited Them to the Feast)	Content: Students are expected to know the following:	Role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of B.C. First Peoples.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	B.C. First Peoples	Wellness	Curricular Competencies: Students are expected to be able to do the following:	Assess the connectedness or the reciprocal relationship between people and place (cause and consequence).	
Grade Twelve	Social Studies	B.C. First Peoples	sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Resistance of B.C. First Peoples to colonialism.	
Grade Twelve	Social Studies	B.C. First Peoples	Medicine for Babies	Curricular Competencies: Students are expected to be able to do the following:	Assess the connectedness or the reciprocal relationship between people and place (cause and consequence).	
Grade Twelve	Social Studies	B.C. First Peoples	Self-Care in Times of Grief	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past (perspective).	
Grade Twelve	Social Studies	B.C. First Peoples	Learning by Example	Big Ideas	Through self-governance, leadership, and self-determination B.C. First Peoples challenge and resist Canada's ongoing colonialism.	
Grade Twelve	Social Studies	B.C. First Peoples	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess the long-term and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development (cause and consequence).	See "You Pass on that Knowledge".
Grade Twelve	Social Studies	B.C. First Peoples	Rowing with maksema	Content: Students are expected to know the following:	Role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of B.C. First Peoples.	See <i>Kla Ah Men</i> .
Grade Twelve	Social Studies	B.C. First Peoples	Working Life	Content: Students are expected to know the following:	Contemporary challenges facing B.C. First Peoples, including legacies of colonialism.	
Grade Twelve	Social Studies	B.C. First Peoples	č'ehč'ehλ čxʷ k'wλnetomot (You Thank the One Who Looks after All of Us)	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past (perspective).	
Grade Twelve	Social Studies	B.C. First Peoples	qʷul č'ε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Students are expected to be able to do the following:	Identify what the creators of accounts, narratives, or maps have determined to be significant (significance).	
Grade Twelve	Social Studies	B.C. First Peoples	Losing Baby Jane	Content: Students are expected to know the following:	Contemporary challenges facing B.C. First Peoples, including legacies of colonialism.	
Grade Twelve	Social Studies	B.C. First Peoples	Standing Up for What I Believe In	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about actions in the past and present, and determine appropriate ways to remember, reconcile, or respond (ethical judgement).	
Grade Twelve	Social Studies	Economic Theory	nohotam (They Invited Them to the Feast)	Big Ideas	Contemporary economic theory, practice, and terminology are grounded in centuries of economic theory.	
Grade Twelve	Social Studies	Economic Theory	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past and present economic theories by considering prevailing norms, values, worldviews, and beliefs (perspective).	See "There's Proof Everywhere".
Grade Twelve	Social Studies	Economic Theory	Salmon	Content: Students are expected to know the following:	Contemporary economic thought.	
Grade Twelve	Social Studies	Economic Theory	t'łosəm and Herring	Content: Students are expected to know the following:	Contemporary economics and First Peoples.	



Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Economic Theory	Colonialism	Big Ideas	The implementation of economic theories has profound effects on social and political decision making and movements.	
Grade Twelve	Social Studies	Economic Theory	Trading	Curricular Competencies: Students are expected to be able to do the following:	Assess how economic theories affected social and political change (cause and consequence).	
Grade Twelve	Social Studies	Economic Theory	Segregation	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past and present economic theories by considering prevailing norms, values, worldviews, and beliefs (perspective).	
Grade Twelve	Social Studies	Economic Theory	Work and Welfare	Content: Students are expected to know the following:	Contemporary economics and First Peoples.	
Grade Twelve	Social Studies	Economic Theory	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Assess how economic theories affected social and political change (cause and consequence).	See "I Was a Number" and "Little Soldiers".
Grade Twelve	Social Studies	Economic Theory	Working Life	Content: Students are expected to know the following:	Contemporary economics and First Peoples.	
Grade Twelve	Social Studies	Economic Theory	Losing Baby Jane	Curricular Competencies: Students are expected to be able to do the following:	Assess how economic theories affected social and political change (cause and consequence).	
Grade Twelve	Social Studies	Economic Theory	Standing Up for What I Believe In	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about the past and present application of economic theories in economic, social, and political policy and decision making (ethical judgement).	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Territory	Big Ideas	The identities, worldviews, and languages of Indigenous peoples are renewed, sustained, and transformed through their connection to the land.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Legends about qayx (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Using appropriate protocols, ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, Indigenous knowledge, memory, history, and story (evidence).	See "Mink and Whale".
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Where I Come From	Content: Students are expected to know the following:	Varied identities and worldviews of Indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and land.	See "We All Have Our Unique Language".
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Using appropriate protocols, ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, indigenous knowledge, memory, history, and story (evidence).	See "There's Proof Everywhere".
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Rowing with maksema	Curricular Competencies: Students are expected to be able to do the following:	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).	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Root Digging	Content: Students are expected to know the following:	Factors that sustain and challenge the identities and worldviews of Indigenous peoples.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Salmon	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuities and changes for different groups in different time periods and places.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Contemporary Indigenous Studies	t'ł̓sə̓m and Herring	Content: Students are expected to know the following:	Varied identities and worldviews of Indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and land.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Having a Healthy Pregnancy	Content: Students are expected to know the following:	Resilience and survival of indigenous peoples in the face of colonialism.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Medicine for Babies	Curricular Competencies: Students are expected to be able to do the following:	Use Indigenous principles of learning (holistic, experiential, reflective, and relational) to better understand connectedness and the reciprocal relationship of First Peoples to the land.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	č'ehč'ehł̓ č̓x̓w̓ k'w̓ł̓netomł̓ (You Thank the One Who Looks after All of Us)	Curricular Competencies: Students are expected to be able to do the following:	Using appropriate protocols, ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, Indigenous knowledge, memory, history, and story (evidence).	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Colonialism	Big Ideas	Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite continuing effects of colonialism.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Segregation	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change).	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Work and Welfare	Content: Students are expected to know the following:	Resilience and survival of Indigenous peoples in the face of colonialism.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Use Social Studies inquiry processes and skills to ask questions; listen to the oral traditions of Elders and other local knowledge holders; gather, interpret, and analyze ideas; and communicate findings and decisions.	See introductory section and "I Was a Number".
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence).	See "Little Soldiers".
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Residential School	Content: Students are expected to know the following:	Resilience and survival of Indigenous peoples in the face of colonialism.	See "Running Away".
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective).	See "Robbed of their Children".
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Recovery	Content: Students are expected to know the following:	responses to inequities in the relationships of indigenous peoples with governments in Canada and around the world.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Community	Big Ideas	Indigenous peoples continue to advocate and assert rights to self-determination.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Friendly Competition	Content: Students are expected to know the following:	Factors that sustain and challenge the identities and worldviews of Indigenous peoples.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Contemporary Indigenous Studies	New Year's Dance	Content: Students are expected to know the following:	Resilience and survival of Indigenous peoples in the face of colonialism.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Students are expected to be able to do the following:	Using appropriate protocols, ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, Indigenous knowledge, memory, history, and story (evidence).	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Wellness	Curricular Competencies: Students are expected to be able to do the following:	Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence).	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Resilience and survival of Indigenous peoples in the face of colonialism.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Coming of Age	Curricular Competencies: Students are expected to be able to do the following:	Using appropriate protocols, ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, Indigenous knowledge, memory, history, and story (evidence).	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	qʷəl č'ε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past and present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective).	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Losing Baby Jane	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgement).	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Self-Care in Times of Grief	Content: Students are expected to know the following:	Restoring balance through truth, Wellness, and reconciliation in Canada and around the world.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Where I Come From	Big Ideas	Indigenous peoples continue to advocate and assert rights to self-determination.	See "You Pass on that Knowledge".
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Where I Come From	Content: Students are expected to know the following:	Resilience and survival of Indigenous peoples in the face of colonialism.	See "I Know that is Our Piece of Land".
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	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).	See "That's Where We Always Lived".
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Where I Come From	Content: Students are expected to know the following:	Responses to inequities in the relationship of Indigenous peoples with governments in Canada and around the world.	See "It Had A Lot of Use for Our People".
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Rowing with maksema	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change).	See <i>Kla Ah Men</i> .

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Old-Timers	Curricular Competencies: Students are expected to be able to do the following:	Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence).	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	My Grandmother	Content: Students are expected to know the following:	Factors that sustain and challenge the identities and worldviews of Indigenous peoples.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Using appropriate protocols, ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, Indigenous knowledge, memory, history, and story (evidence).	See "Mink and Grey Bird".
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Learning by Example	Content: Students are expected to know the following:	Responses to inequities in the relationship of Indigenous peoples with governments in Canada and around the world.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Working Life	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective).	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Standing Up for What I Believe In	Content: Students are expected to know the following:	Responses to inequities in the relationship of Indigenous peoples with governments in Canada and around the world.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Where I Come From	Big Ideas	Reconciliation requires all colonial societies to work together to foster wellness and address injustices	See "We Were Already Here".
Grade Twelve	Social Studies	Contemporary Indigenous Studies	The Young Girl and Eleven Puppies	Curricular Competencies: Students are expected to be able to do the following:	Using appropriate protocols, ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, Indigenous knowledge, memory, history, and story (evidence).	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Recovery	Content: Students are expected to know the following:	Restoring balance through truth, wellness, and reconciliation in Canada and around the world.	
Grade Twelve	Social Studies	Contemporary Indigenous Studies	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Using appropriate protocols, ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, Indigenous knowledge, memory, history, and story (evidence).	See "Mink and Grizzly".
Grade Twelve	Social Studies	Comparative Cultures	Legends about qayχ (Mink)	Big Ideas	Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures.	
Grade Twelve	Social Studies	Comparative Cultures	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Assess and compare the significance of cultural expressions at particular times and places (significance).	See "Mink and Cloud".
Grade Twelve	Social Studies	Comparative Cultures	Legends about qayχ (Mink)	Content: Students are expected to know the following:	Role of value systems and belief systems in the development of cultures.	See "Mink and Salal".
Grade Twelve	Social Studies	Comparative Cultures	Legends about qayχ (Mink)	Content: Students are expected to know the following:	Role of value systems and belief systems in the development of cultures.	See "Mink and Pitch".
Grade Twelve	Social Studies	Comparative Cultures	Wellness	Content: Students are expected to know the following:	Elements of culture and cultural expression.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Comparative Cultures	sohoθOt (Spirit Cleansing)	Curricular Competencies: Students are expected to be able to do the following:	Analyze continuities and changes in diverse cultures at different times and places (continuity and change).	
Grade Twelve	Social Studies	Comparative Cultures	Medicine for Babies	Content: Students are expected to know the following:	Interactions between cultures and the natural environment.	
Grade Twelve	Social Studies	Comparative Cultures	č'ehč'ehł čxʷ kʷłnetomot (You Thank the One Who Looks after All of Us)	Content: Students are expected to know the following:	Role of value systems and belief systems in the development of cultures.	
Grade Twelve	Social Studies	Comparative Cultures	Offerings for the Ancestors	Content: Students are expected to know the following:	Role of value systems and belief systems in the development of cultures.	
Grade Twelve	Social Studies	Comparative Cultures	Where I Come From	Big Ideas	Interactions between belief systems, social organization, and languages influence artistic expression of culture.	See "We All Have Our Unique Language".
Grade Twelve	Social Studies	Comparative Cultures	Rowing with maksema	Curricular Competencies: Students are expected to be able to do the following:	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	
Grade Twelve	Social Studies	Comparative Cultures	Root Digging	Content: Students are expected to know the following:	Interactions between cultures and the natural environment.	
Grade Twelve	Social Studies	Comparative Cultures	Territory	Big Ideas	Geographic and environmental factors influence the development of agriculture, trade, and increasingly complex cultures.	
Grade Twelve	Social Studies	Comparative Cultures	Legends about qayx (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Assess the development and impact of thought, artistic expressions, power and authority, and technological adaptations of diverse cultures (cause and causation).	See "Mink and Whale".
Grade Twelve	Social Studies	Comparative Cultures	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Analyze continuities and changes in diverse cultures at different times and places (continuity and change).	See "There's Proof Everywhere".
Grade Twelve	Social Studies	Comparative Cultures	Where I Come From	Content: Students are expected to know the following:	Systems of power, authority, and governance.	See "I Know This is Our Piece of Land".
Grade Twelve	Social Studies	Comparative Cultures	Where I Come From	Content: Students are expected to know the following:	Conflict and conflict resolution within and between cultures.	See "That's Where We Always Lived".
Grade Twelve	Social Studies	Comparative Cultures	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgement).	See "We Were Already Here".
Grade Twelve	Social Studies	Comparative Cultures	Salmon	Content: Students are expected to know the following:	Role of value systems and belief systems in the development of cultures.	
Grade Twelve	Social Studies	Comparative Cultures	Clam Digging	Content: Students are expected to know the following:	Interactions between cultures and the natural environment.	
Grade Twelve	Social Studies	Comparative Cultures	Gardens and Orchards	Content: Students are expected to know the following:	Interactions and exchanges between cultures.	
Grade Twelve	Social Studies	Comparative Cultures	Seal Oil	Content: Students are expected to know the following:	Interactions and exchanges between cultures.	
Grade Twelve	Social Studies	Comparative Cultures	Work and Welfare	Content: Students are expected to know the following:	Interactions between cultures and the natural environment.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Comparative Cultures	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past and present cultures (perspective).	
Grade Twelve	Social Studies	Comparative Cultures	Legends about qayχ (Mink)	Big Ideas	Value systems and beliefs systems shape the structures of power and authority within a culture.	See "Mink and Wolf".
Grade Twelve	Social Studies	Comparative Cultures	Legends about qayχ (Mink)	Content: Students are expected to know the following:	Conflict and conflict resolution within and between cultures.	See "Mink and Grizzly".
Grade Twelve	Social Studies	Comparative Cultures	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Analyze continuities and changes in diverse cultures at different times and places (continuity and change).	See "You Pass on That Knowledge".
Grade Twelve	Social Studies	Comparative Cultures	Community	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past and present cultures (perspective).	
Grade Twelve	Social Studies	Comparative Cultures	Friendly Competition	Curricular Competencies: Students are expected to be able to do the following:	Elements of culture and cultural expression.	
Grade Twelve	Social Studies	Comparative Cultures	New Year's Dance	Content: Students are expected to know the following:	Systems of power, authority, and governance.	
Grade Twelve	Social Studies	Comparative Cultures	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Assess and compare the significance of cultural expressions at particular times and places (significance).	See "Mink and Grey Bird".
Grade Twelve	Social Studies	Comparative Cultures	My Grandmother	Content: Students are expected to know the following:	Systems of power, authority, and governance.	
Grade Twelve	Social Studies	Comparative Cultures	Learning by Example	Content: Students are expected to know the following:	Role of value systems and belief systems in the development of cultures.	
Grade Twelve	Social Studies	Comparative Cultures	Childhood Fun	Content: Students are expected to know the following:	Elements of culture and cultural expression.	
Grade Twelve	Social Studies	Comparative Cultures	Coming of Age	Content: Students are expected to know the following:	Systems of power, authority, and governance.	
Grade Twelve	Social Studies	Comparative Cultures	Working Life	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past and present cultures (perspective).	
Grade Twelve	Social Studies	Comparative Cultures	Standing Up for What I Believe In	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgement).	
Grade Twelve	Social Studies	Social Justice	Territory	Big Ideas	Social justice issues are connected.	
Grade Twelve	Social Studies	Social Justice	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess and compare the significance of people, places, events, or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present (significance).	See "You Pass on that Knowledge" and "There's Proof Everywhere".
Grade Twelve	Social Studies	Social Justice	Where I Come From	Content: Students are expected to know the following:	Social justice issues.	See "I Know that is Our Piece of Land".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Social Justice	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess the justification for competing accounts of investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence).	See "That's Where We Always Lived".
Grade Twelve	Social Studies	Social Justice	Where I Come From	Content: Students are expected to know the following:	Social injustices in Canada and the world affecting individuals, groups, and society.	See "It Had A Lot of Uses for Our People".
Grade Twelve	Social Studies	Social Justice	Rowing with maksema	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuities and changes for different groups and individuals at different times and places (continuity and change).	
Grade Twelve	Social Studies	Social Justice	Community	Big Ideas	Individual worldview shape and inform our understanding of social justice issues.	
Grade Twelve	Social Studies	Social Justice	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective).	See "Mink and Wolf".
Grade Twelve	Social Studies	Social Justice	Friendly Competition	Content: Students are expected to know the following:	Self-identity and an individual's relationship to others.	
Grade Twelve	Social Studies	Social Justice	New Year's Dance	Content: Students are expected to know the following:	Self-identity and an individual's relationship to others.	
Grade Twelve	Social Studies	Social Justice	Old-Timers	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuities and changes for different groups and individuals at different times and places (continuity and change).	
Grade Twelve	Social Studies	Social Justice	My Grandmother	Content: Students are expected to know the following:	Self-identity and an individual's relationship to others.	
Grade Twelve	Social Studies	Social Justice	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective).	See "Mink and Grey Bird".
Grade Twelve	Social Studies	Social Justice	Learning by Example	Content: Students are expected to know the following:	Processes, methods, and approaches individuals, groups, and institutions use to promote social justice.	
Grade Twelve	Social Studies	Social Justice	nohotəm (They Invited Them to the Feast)	Curricular Competencies: Students are expected to be able to do the following:	Assess and compare the significance of people, places, events, or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present (significance).	
Grade Twelve	Social Studies	Social Justice	Colonialism	Big Ideas	The causes of social injustice are complex and have lasting impacts on society.	
Grade Twelve	Social Studies	Social Justice	Trading	Curricular Competencies: Students are expected to be able to do the following:	Assess the justification for competing accounts of investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence).	
Grade Twelve	Social Studies	Social Justice	Segregation	Content: Students are expected to know the following:	Social justice issues.	
Grade Twelve	Social Studies	Social Justice	Work and Welfare	Curricular Competencies: Students are expected to be able to do the following:	Social injustices in Canada and the world affecting individuals, groups, and society.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Social Justice	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, or movement (cause and consequence).	See introductory section.
Grade Twelve	Social Studies	Social Justice	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on the past and present people, places, issues, or events, and distinguish between worldviews of the past or present (perspective).	See "I Was a Number".
Grade Twelve	Social Studies	Social Justice	Residential School	Content: Students are expected to know the following:	Social injustices in Canada and the world affecting individuals, groups, and society.	See "Little Soldiers".
Grade Twelve	Social Studies	Social Justice	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgement).	See "Robbed of their Children".
Grade Twelve	Social Studies	Social Justice	The Police	Content: Students are expected to know the following:	Governmental and non-governmental organizations in issues of social justice and injustice.	
Grade Twelve	Social Studies	Social Justice	The Young Girl and Eleven Puppies	Big Ideas	Social justice initiatives can transform individuals and systems.	
Grade Twelve	Social Studies	Social Justice	Recovery	Content: Students are expected to know the following:	Processes, methods, and approaches individuals, groups, and institutions use to promote social justice.	
Grade Twelve	Social Studies	Social Justice	Where I Come From	Content: Students are expected to know the following:	Processes, methods, and approaches individuals, groups, and institutions use to promote social justice.	See "We Were Already Here".
Grade Twelve	Social Studies	Social Justice	Working Life	Curricular Competencies: Students are expected to be able to do the following:	Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, or movement (cause and consequence).	
Grade Twelve	Social Studies	Social Justice	Losing Baby Jane	Content: Students are expected to know the following:	Social justice issues.	
Grade Twelve	Social Studies	Social Justice	qʷul čʷε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Students are expected to be able to do the following:	Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective).	
Grade Twelve	Social Studies	Social Justice	Standing Up for What I Believe In	Content: Students are expected to know the following:	Definitions, frameworks, and interpretations of social justice.	
Grade Twelve	Social Studies	Comparative World Religions	Legends about qayχ (Mink)	Big Ideas	Religion can powerfully shape social, political, legal, and environmental issues.	
Grade Twelve	Social Studies	Comparative World Religions	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Explain the significance of texts, philosophies, events, or developments at particular times and places within various belief systems (significance).	See "Mink and Cloud".
Grade Twelve	Social Studies	Comparative World Religions	Legends about qayχ (Mink)	Content: Students are expected to know the following:	Sacred texts, traditions, and narratives.	See "Mink and Salal".
Grade Twelve	Social Studies	Comparative World Religions	Legends about qayχ (Mink)	Content: Students are expected to know the following:	Core beliefs, practices, and ethics of world religions, including spirituality in First Peoples cultures.	See "Mink and Whale".



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Grade Twelve	Social Studies	Comparative World Religions	Legends about qayx (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Explain different religious perspectives on past or present people, places, issues, or events (perspective).	See "Mink and Grey Bird".
Grade Twelve	Social Studies	Comparative World Religions	Old-Timers	Content: Students are expected to know the following:	Approaches to doctrines or belief systems.	
Grade Twelve	Social Studies	Comparative World Religions	My Grandmother	Content: Students are expected to know the following:	Institutional and social structures.	
Grade Twelve	Social Studies	Comparative World Religions	Learning by Example	Content: Students are expected to know the following:	Relationships between religion and government at different times and places.	
Grade Twelve	Social Studies	Comparative World Religions	Community	Big Ideas	Comparing beliefs provides insights into and understandings of diverse global cultures and peoples.	
Grade Twelve	Social Studies	Comparative World Religions	Friendly Competition	Curricular Competencies: Students are expected to be able to do the following:	Compare the growth and decline of religions over time, and determine the extent of continuity and change in core beliefs and practices (continuity and change).	
Grade Twelve	Social Studies	Comparative World Religions	New Year's Dance	Content: Students are expected to know the following:	Institutional and social structures.	
Grade Twelve	Social Studies	Comparative World Religions	Childhood Fun	Content: Students are expected to know the following:	Institutional and social structures.	
Grade Twelve	Social Studies	Comparative World Religions	nohotəm (They Invited Them to the Feast)	Content: Students are expected to know the following:	Sacred texts, traditions, and narratives.	
Grade Twelve	Social Studies	Comparative World Religions	Wellness	Big Ideas	An individual's search for existential insight and transcendence can be shaped by a variety of different religions, spiritual practice, or philosophical traditions.	
Grade Twelve	Social Studies	Comparative World Religions	sohoθOt (Spirit Cleansing)	Curricular Competencies: Students are expected to be able to do the following:	Assess origins and influences of religious movements and groups (cause and consequence).	
Grade Twelve	Social Studies	Comparative World Religions	Coming of Age	Content: Students are expected to know the following:	Institutional and social structures.	
Grade Twelve	Social Studies	Comparative World Religions	He Got His Spirit Back	Content: Students are expected to know the following:	Sacred texts, traditions, and narratives.	
Grade Twelve	Social Studies	Comparative World Religions	The Last Walk	Content: Students are expected to know the following:	Core beliefs, practices, and ethics of world religions, including spirituality in First Peoples cultures.	
Grade Twelve	Social Studies	Comparative World Religions	Offerings for the Ancestors	Content: Students are expected to know the following:	Core beliefs, practices, and ethics of world religions, including spirituality in First Peoples cultures.	
Grade Twelve	Social Studies	Comparative World Religions	Self-Care in Times of Grief	Content: Students are expected to know the following:	Approaches to doctrines or belief systems.	
Grade Twelve	Social Studies	Philosophy	Where I Come From	Big Ideas	Philosophy is a discipline that examines the fundamental nature of knowledge, reality, and existence.	See "You Pass on that Knowledge".
Grade Twelve	Social Studies	Philosophy	Legends about qayx (Mink)	Big Ideas	Philosophy provides tools for investigating meaning and fostering understanding of different ways of thinking.	

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Grade Twelve	Social Studies	Philosophy	Legends about qayx (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Assess the relevance of philosophical ideas for everyday life and current social and political issues.	See "Mink and Whale".
Grade Twelve	Social Studies	Philosophy	Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Analyze philosophical ideas and assess their significance (significance).	
Grade Twelve	Social Studies	Philosophy	Rowing with maksema	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuity, change, and divergence of ideas, disciplines, and schools of thought (continuity and change).	
Grade Twelve	Social Studies	Philosophy	Salmon	Content: Students are expected to know the following:	Theories of morality, ethics, and aesthetics.	
Grade Twelve	Social Studies	Philosophy	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess the development and impact of diverse ideas and systems of thought (cause and consequence).	See ""We All Have Our Unique Language" and "You Pass on that Knowledge".
Grade Twelve	Social Studies	Philosophy	Where I Come From	Content: Students are expected to know the following:	Social and political philosophy.	See "We Were Already Here".
Grade Twelve	Social Studies	Philosophy	Community	Big Ideas	Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs.	
Grade Twelve	Social Studies	Philosophy	Legends about qayx (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Assess the relevance of philosophical ideas for everyday life and current social and political issues.	See "Mink and Wolf".
Grade Twelve	Social Studies	Philosophy	Legends about qayx (Mink)	Content: Students are expected to know the following:	Social and political philosophy.	See "Mink and Grey Bird".
Grade Twelve	Social Studies	Philosophy	Old-Timers	Content: Students are expected to know the following:	Methods of reasoning and argument in philosophy.	
Grade Twelve	Social Studies	Philosophy	My Grandmother	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuity, change, and divergence of ideas, disciplines, and schools of thought (continuity and change).	
Grade Twelve	Social Studies	Philosophy	Learning by Example	Content: Students are expected to know the following:	Methods of reasoning and argument in philosophy.	
Grade Twelve	Social Studies	Philosophy	Working Life	Curricular Competencies: Students are expected to be able to do the following:	Assess the development and impact of diverse ideas and systems of thought (cause and consequence).	
Grade Twelve	Social Studies	Philosophy	Standing Up for What I Believe In	Content: Students are expected to know the following:	Explain different philosophical perspectives by considering the norms, values, worldviews, and beliefs of the philosophers who developed them (perspective).	
Grade Twelve	Social Studies	Philosophy	Legends about qayx (Mink)	Big Ideas	While philosophical questions often examine issues with no definitive answers, logic and reasoned arguments can show which answers have more or less value.	See "Mink and Grizzly".
Grade Twelve	Social Studies	Philosophy	Colonialism	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuity, change, and divergence of ideas, disciplines, and schools of thought (continuity and change).	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Philosophy	Segregation	Curricular Competencies: Students are expected to be able to do the following:	Assess the development and impact of diverse ideas and systems of thought (cause and consequence).	
Grade Twelve	Social Studies	Philosophy	Work and Welfare	Curricular Competencies: Students are expected to be able to do the following:	Compare and contrast continuity, change, and divergence of ideas, disciplines, and schools of thought (continuity and change).	
Grade Twelve	Social Studies	Philosophy	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Assess the development and impact of diverse ideas and systems of thought (cause and consequence).	
Grade Twelve	Social Studies	Philosophy	The Young Girl and Eleven Puppies	Content: Students are expected to know the following:	Theories of morality, ethics, and aesthetics.	
Grade Twelve	Social Studies	Philosophy	Recovery	Content: Students are expected to know the following:	Social and political philosophy.	
Grade Twelve	Social Studies	Political Studies	Territory	Big Ideas	Understanding how political decisions are made is critical to being an informed and engaged citizen.	
Grade Twelve	Social Studies	Political Studies	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of political issues, ideologies, forces, decisions, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance).	See "We All Have Our Unique Language".
Grade Twelve	Social Studies	Political Studies	Where I Come From	Content: Students are expected to know the following:	Structures and function of Canadian and First Peoples political institutions.	See "You Pass on that Knowledge".
Grade Twelve	Social Studies	Political Studies	Rowing with maksema	Content: Students are expected to know the following:	Methods used by the media, governments, or political groups to influence public opinion.	See <i>Kla Ah Men</i> .
Grade Twelve	Social Studies	Political Studies	Community	Big Ideas	Political institutions and ideology shape both the exercise of power and the nature of political outcomes.	
Grade Twelve	Social Studies	Political Studies	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer different perspectives on political issues, decisions, or developments (perspective).	See "Mink and Grey Bird".
Grade Twelve	Social Studies	Political Studies	New Year's Dance	Content: Students are expected to know the following:	Structure and function of Canadian and First Peoples political institutions.	
Grade Twelve	Social Studies	Political Studies	Friendly Competition	Content: Students are expected to know the following:	Structure and function of Canadian and First Peoples political institutions.	
Grade Twelve	Social Studies	Political Studies	Old-Timers	Curricular Competencies: Students are expected to be able to do the following:	Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence).	
Grade Twelve	Social Studies	Political Studies	My Grandmother	Content: Students are expected to know the following:	Structure and function of Canadian and First Peoples political institutions.	
Grade Twelve	Social Studies	Political Studies	Learning by Example	Content: Students are expected to know the following:	Political power in democratic and non-democratic societies.	
Grade Twelve	Social Studies	Political Studies	Legends about qayχ (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer different perspectives on political issues, decisions, or developments (perspective).	See "Mink and Whale".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Political Studies	Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence).	
Grade Twelve	Social Studies	Political Studies	sohoθOt (Spirit Cleansing)	Content: Students are expected to know the following:	Issues in local, regional, national and international politics.	
Grade Twelve	Social Studies	Political Studies	Working Life	Content: Students are expected to know the following:	Structure and function of Canadian and First Peoples political institutions.	
Grade Twelve	Social Studies	Political Studies	Standing Up for What I Believe In	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about political issues, decisions, and developments (ethical judgement).	
Grade Twelve	Social Studies	Political Studies	Colonialism	Big Ideas	Decision making in a democratic system of government is influenced by the distribution of political and social power.	
Grade Twelve	Social Studies	Political Studies	Trading	Curricular Competencies: Students are expected to be able to do the following:	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	
Grade Twelve	Social Studies	Political Studies	Segregation	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of political issues, ideologies, forces, decisions, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance).	
Grade Twelve	Social Studies	Political Studies	Work and Welfare	Content: Students are expected to know the following:	Political power in democratic and non-democratic societies.	
Grade Twelve	Social Studies	Political Studies	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer different perspectives on political issues, decisions, or developments (perspective).	See introductory section and "Little Soldiers".
Grade Twelve	Social Studies	Political Studies	Residential School	Content: Students are expected to know the following:	Issues in local, regional, national and international politics.	See "Running Away" and "Robbed of their Children".
Grade Twelve	Social Studies	Political Studies	The Police	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about political issues, decisions, and developments (ethical judgement).	
Grade Twelve	Social Studies	Political Studies	The Young Girl and Eleven Puppies	Content: Students are expected to know the following:	Issues in local, regional, national and international politics.	
Grade Twelve	Social Studies	Political Studies	Recovery	Content: Students are expected to know the following:	Current and future public policy.	
Grade Twelve	Social Studies	Law Studies	Where I Come From	Big Ideas	Understanding legal rights and responsibilities allows citizens to participate more fully in society.	See introductory section and "We All Have Our Unique Language"
Grade Twelve	Social Studies	Law Studies	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess and compare the significance and impact of legal systems or codes (significance).	See "You Pass on that Knowledge".
Grade Twelve	Social Studies	Law Studies	Territory	Content: Students are expected to know the following:	Indigenous legal orders and traditional laws in Canada and other global jurisdictions.	See "There's Proof Everywhere".
Grade Twelve	Social Studies	Law Studies	Legends about qayx (Mink)	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer multiple perspectives on legal systems or codes (perspectives).	See "Mink and Grey Bird".

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Law Studies	Old-Timers	Content: Students are expected to know the following:	Key areas of law such as criminal law, civil law, and family, children's, and youth law.	
Grade Twelve	Social Studies	Law Studies	My Grandmother	Content: Students are expected to know the following:	Indigenous legal orders and traditional laws in Canada and other global jurisdictions.	
Grade Twelve	Social Studies	Law Studies	Learning by Example	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about legal systems or codes (ethical judgement).	
Grade Twelve	Social Studies	Law Studies	Legends about qayx (Mink)	Big Ideas	Laws can maintain the status quo and can also be a force for change.	See "Mink and Wolf".
Grade Twelve	Social Studies	Law Studies	Working Life	Curricular Competencies: Students are expected to be able to do the following:	Analyze continuities and changes in legal systems or codes.	
Grade Twelve	Social Studies	Law Studies	Standing Up for What I Believe In	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer multiple perspectives on legal systems or codes (perspectives).	
Grade Twelve	Social Studies	Law Studies	Colonialism	Big Ideas	A society's laws and legal framework affect many aspects of people's daily lives.	
Grade Twelve	Social Studies	Law Studies	Trading	Curricular Competencies: Students are expected to be able to do the following:	Assess and compare the significance and impact of legal systems or codes (significance).	
Grade Twelve	Social Studies	Law Studies	Segregation	Content: Students are expected to know the following:	Canadian legislation concerning First Peoples.	
Grade Twelve	Social Studies	Law Studies	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Assess the development and impact of legal systems or codes (cause and consequence).	See introductory section.
Grade Twelve	Social Studies	Law Studies	Residential School	Content: Students are expected to know the following:	Canadian legislation concerning First Peoples.	See "I Was a Number" and "Little Soldiers".
Grade Twelve	Social Studies	Law Studies	Residential School	Content: Students are expected to know the following:	Key areas of law such as criminal law, civil law, and family, children's, and youth law.	See "Running Away".
Grade Twelve	Social Studies	Law Studies	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer multiple perspectives on legal systems or codes (perspectives).	See "Robbed of their Children".
Grade Twelve	Social Studies	Law Studies	Making Homebrew	Content: Students are expected to know the following:	Canadian legislation concerning First Peoples.	
Grade Twelve	Social Studies	Law Studies	The Police	Content: Students are expected to know the following:	Canada's correctional system and principles of rehabilitation, punishment, and restoration.	
Grade Twelve	Social Studies	Law Studies	The Young Girl and Eleven Puppies	Curricular Competencies: Students are expected to be able to do the following:	Explain and infer multiple perspectives on legal systems or codes (perspectives).	
Grade Twelve	Social Studies	Law Studies	Recovery	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about controversial decisions, legislations, or policy (ethical judgement).	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Law Studies	Rowing with maksema	Big Ideas	Laws are interpreted, and these interpretations may evolve overtime as society's values and worldviews change.	See <i>Kla Ah Men</i> .
Grade Twelve	Social Studies	Physical Geography	Legends about qayχ (Mink)	Big Ideas	Incorporating data from a variety of sources allows us to better understand our globally connected world.	See "Mink and Whale".
Grade Twelve	Social Studies	Physical Geography	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess the interpretations of geographic evidence after investigating points of contention, reliability of sources, and adequacy of evidence (evidence and interpretation).	See "You Pass on that Knowledge".
Grade Twelve	Social Studies	Physical Geography	Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place).	
Grade Twelve	Social Studies	Physical Geography	Rowing with maksema	Content: Students are expected to know the following:	Connections and interactions between spheres.	
Grade Twelve	Social Studies	Physical Geography	Salmon	Content: Students are expected to know the following:	Features and processes of the anthroposphere and their effects on natural systems.	
Grade Twelve	Social Studies	Physical Geography	t'ł̓sə̌m and Herring	Content: Students are expected to know the following:	Natural resources and sustainability.	
Grade Twelve	Social Studies	Physical Geography	Wellness	Curricular Competencies: Students are expected to be able to do the following:	Evaluate features or aspects of geographic phenomena or locations to explain what makes them worthy of attention or recognition (geographical importance).	
Grade Twelve	Social Studies	Physical Geography	sohoθOt (Spirit Cleansing)	Curricular Competencies: Students are expected to be able to do the following:	Identify and assess how human and environmental factors and events influence each other (interactions and associations).	
Grade Twelve	Social Studies	Physical Geography	Medicine for Babies	Content: Students are expected to know the following:	Natural resources and sustainability.	
Grade Twelve	Social Studies	Physical Geography	č'ehč'ehł čx <sup>w</sup> k <sup>w</sup> ł̓netomot (You Thank the One Who Looks after All of Us)	Content: Students are expected to know the following:	Features and processes of the anthroposphere and their effects on natural systems.	
Grade Twelve	Social Studies	Physical Geography	Where I Come From	Big Ideas	Natural processes have an impact on the landscape and human settlement.	See "There's Proof Everywhere".
Grade Twelve	Social Studies	Physical Geography	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place).	See "I Know that is Our Piece Land".
Grade Twelve	Social Studies	Physical Geography	Where I Come From	Content: Students are expected to know the following:	Characteristics of gloval biomes, including climate, soil, and vegetation.	See "That's Where We Always Lived".
Grade Twelve	Social Studies	Physical Geography	Where I Come From	Content: Students are expected to know the following:	Features and processes of the anthroposphere and their effects on natural systems.	See "It Had A Lot of Use for Our People".
Grade Twelve	Social Studies	Physical Geography	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about controversial actions in the past and/or present, and determine whether we have a responsibility to respond (geographical value judgements).	See "We Were Already Here".
Grade Twelve	Social Studies	Physical Geography	Work and Welfare	Curricular Competencies: Students are expected to be able to do the following:	Identify and assess how human and environmental factors and events influence each other (interactions and associations).	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Physical Geography	Legends about qayx (Mink)	Big Ideas	Interactions between human activities and the atmosphere affect local and global weather and climate.	See "Mink and Cloud".
Grade Twelve	Social Studies	Urban Studies	Where I Come From	Big Ideas	The historical development of cities has been shaped by geographic, economic, political, and social factors.	See introductory section.
Grade Twelve	Social Studies	Urban Studies	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Assess and compare the significance of past and present factors that influence urbanization.	See "There's Proof Everywhere".
Grade Twelve	Social Studies	Urban Studies	Where I Come From	Content: Students are expected to know the following:	Decision making in the planning of cities and regions.	See "I Know that is Our Piece of Land".
Grade Twelve	Social Studies	Urban Studies	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Determine and assess the long- and short-term causes and consequences, and intended and unintended consequences of public policy decisions related to urban places (cause and consequence).	See "That's Where We Always Lived".
Grade Twelve	Social Studies	Urban Studies	Where I Come From	Content: Students are expected to know the following:	Decision making in the planning of cities and regions.	See "It Had A Lot of Use for Our People".
Grade Twelve	Social Studies	Urban Studies	Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Recognize implicit and explicit ethical judgements in a variety of sources (ethical judgement).	See "We Were Already Here".
Grade Twelve	Social Studies	Urban Studies	Colonialism	Big Ideas	Urban planning decisions and other government policies can dramatically affect the overall quality of life in cities.	
Grade Twelve	Social Studies	Urban Studies	Trading	Curricular Competencies: Students are expected to be able to do the following:	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	
Grade Twelve	Social Studies	Urban Studies	Segregation	Curricular Competencies: Students are expected to be able to do the following:	Identify continuity and change in the development of urban spaces (continuity and change).	
Grade Twelve	Social Studies	Urban Studies	Residential School	Content: Students are expected to know the following:	Urban planning and urban design.	See introductory section and "I Was a Number".
Grade Twelve	Social Studies	Urban Studies	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of public policy decisions related to urban spaces.	See "Little Soldiers" and "Running Away".
Grade Twelve	Social Studies	Urban Studies	Residential School	Curricular Competencies: Students are expected to be able to do the following:	Recognize implicit and explicit ethical judgements in a variety of sources (ethical judgement).	See "Robbed of their Children".
Grade Twelve	Social Studies	Urban Studies	The Police	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about current and past issues after considering the context and standard of right and wrong (ethical judgement).	
Grade Twelve	Social Studies	Urban Studies	qʷul č'ε tawθem kʷut tamas (They [Spirits] Just Came and Told You Something)	Curricular Competencies: Students are expected to be able to do the following:	Ask questions about the content, origins, purposes, and context of multiple sources in order to corroborate inferences gathered from them (evidence).	
Grade Twelve	Social Studies	Urban Studies	Losing Baby Jane	Content: Students are expected to know the following:	Urbanization as a global phenomenon.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Twelve	Social Studies	Urban Studies	Working Life	Curricular Competencies: Students are expected to be able to do the following:	Recognize implicit and explicit ethical judgements in a variety of sources (ethical judgement).	
Grade Twelve	Social Studies	Urban Studies	Standing Up for What I Believe In	Curricular Competencies: Students are expected to be able to do the following:	Make reasoned ethical judgements about current and past issues after considering the context and standard of right and wrong (ethical judgement).	
Kindergarten	Math		t'ł̓osəm and Herring	Curricular Competencies: Students are expected to be able to do the following:	Reasoning and Analyzing Estimate reasonably: First Peoples people used specific estimating and measuring techniques in daily life (e.g., estimating time using environmental references and natural daily/seasonal cycles, estimating temperatures based on weather systems).	
Grade Nine	Math		Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts.	
Grade Nine	Math		Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures.	
Kindergarten	Science		Territory	Big Ideas	Daily and seasonal changes affect all living things.	
Kindergarten	Science		Berry Picking	Big Ideas	Humans interact with matter everyday through familiar materials.	
Kindergarten	Science		Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Processing and analyzing data and information Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge .	
Kindergarten	Science		t'ł̓osəm and Herring	Content: Students are expected to know the following:	First Peoples knowledge of seasonal changes.	
Kindergarten	Science		Salmon	Content: Students are expected to know the following:	Local First Peoples uses of plants and animals.	
Grade Six	Science		Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Identify First Peoples perspectives and knowledge as sources of information.	
Grade Six	Science		Seal Oil	Content: Students are expected to know the following:	Mixtures: local First Peoples knowledge of separation and extraction methods.	
Grade Six	Science		Root Digging	Content: Students are expected to know the following:	Mixtures: local First Peoples knowledge of separation and extraction methods.	
Grade Nine	Science		Coming of Age	Curricular Competencies: Students are expected to be able to do the following:	Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.	
Grade Nine	Science		Coming of Age	Curricular Competencies: Students are expected to be able to do the following:	Contribute to care for self, others, community, and world through individual or collaborative approaches.	
Grade Nine	Science		Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Express and reflect on a variety of experiences, perspectives, and worldviews through place.	



Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Nine	Science		Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Express and reflect on a variety of experiences, perspectives, and worldviews through place.	
Grade Nine	Science		Root Digging	Curricular Competencies: Students are expected to be able to do the following:	Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.	
Grade Nine	Science		Root Digging	Content: Students are expected to know the following:	First Peoples knowledge of interconnectedness and sustainability.	
Grade Nine	Science		Having a Healthy Pregnancy	Curricular Competencies: Students are expected to be able to do the following:	Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.	
Grade Nine	Science		Having a Healthy Pregnancy	Curricular Competencies: Students are expected to be able to do the following:	Contribute to care for self, others, community, and world through individual or collaborative approaches.	
Grade Nine	Science		t'ł̓osəm and Herring	Curricular Competencies: Students are expected to be able to do the following:	Express and reflect on a variety of experiences, perspectives, and worldviews through place.	
Grade Nine	Science		Salmon	Curricular Competencies: Students are expected to be able to do the following:	Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.	
Grade Nine	Science		Legends about qay̓χ (Mink)	Content: Students are expected to know the following:	First Peoples knowledge of interconnectedness and sustainability.	See "Mink and Whale".
Grade Nine	Science		Medicine for Babies	Curricular Competencies: Students are expected to be able to do the following:	Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.	
Grade Nine	Science		Medicine for Babies	Curricular Competencies: Students are expected to be able to do the following:	Contribute to care for self, others, community, and world through individual or collaborative approaches.	
Grade Nine	Science		Offerings for the Ancestors	Curricular Competencies: Students are expected to be able to do the following:	Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.	
Grade Nine	Science		Offerings for the Ancestors	Curricular Competencies: Students are expected to be able to do the following:	Contribute to care for self, others, community, and world through individual or collaborative approaches.	
Grade Nine	Science		sohoθOt (Spirit Cleansing)	Curricular Competencies: Students are expected to be able to do the following:	Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.	
Grade Nine	Science		sohoθOt (Spirit Cleansing)	Curricular Competencies: Students are expected to be able to do the following:	Contribute to care for self, others, community, and world through individual or collaborative approaches.	

Grade	Subject	Course	Page	Category	Curriculum Connection(s)	Comments
Grade Nine	Science		Where I Come From	Curricular Competencies: Students are expected to be able to do the following:	Express and reflect on a variety of experiences, perspectives, and worldviews through place.	
Grade Twelve	Science	Environmental Science	Salmon	Big Ideas	Living sustainably supports the well-being of self, community, and Earth.	
Grade Twelve	Science	Environmental Science	Root Digging	Big Ideas	Living sustainably supports the well-being of self, community, and Earth.	
Grade Ten	Applied Design, Skills and Technologies	Family and Society	Learning by Example	Content: Students are expected to know the following:	The role of children in families and society, including the rights of children locally and globally.	
Grade Ten	Applied Design, Skills and Technologies	Family and Society	Residential School	Content: Students are expected to know the following:	Societal influences and impacts on families.	
Grade Ten	Applied Design, Skills and Technologies	Family and Society	My Grandmother	Content: Students are expected to know the following:	Family and relationship dynamics, challenges families face, both locally and internationally, including strategies for taking action, special caregiving issues, and access to resources .	
Grade Ten	Applied Design, Skills and Technologies	Culinary Arts	Salmon	Content: Students are expected to know the following:	First Peoples food protocols, including land stewardship, harvesting/gathering, food preparation and/or preservation, ways of celebrating, and cultural ownership.	
Grade Ten	Applied Design, Skills and Technologies	Culinary Arts	t'ł̓osəm and Herring	Content: Students are expected to know the following:	First Peoples food protocols, including land stewardship, harvesting/gathering, food preparation and/or preservation, ways of celebrating, and cultural ownership.	
Grade Ten	Applied Design, Skills and Technologies	Culinary Arts	Clam Digging	Content: Students are expected to know the following:	Food products available locally via agriculture, fishing, and foraging, and their culinary properties.	
Grade Ten	Applied Design, Skills and Technologies	Culinary Arts	Berry Picking	Content: Students are expected to know the following:	Food products available locally via agriculture, fishing, and foraging, and their culinary properties.	
Grade Eleven	Applied Design, Skills and Technologies	Textiles	Root Digging	Big Ideas	Design for the life cycle includes consideration of social and environmental impacts.	
Grade Twelve	Applied Design, Skills and Technologies	Child Development and Caregiving	Having a Healthy Pregnancy	Content: Students are expected to know the following:	Pregnancy, including health practices for conception and during pregnancy, prenatal development, and methods of childbirth and delivery.	
Grade Ten	Career Education	Career Life Education	Learning by Example	Content: Students are expected to know the following:	Connections with community: inclusive practices, including taking different worldviews and diverse perspectives into consideration.	
Grade Ten	Career Education	Career Life Education	Where I Come From	Content: Students are expected to know the following:	Connections with community: factors that both inform career-life choices and are influenced by them, including personal, environmental, and land use factors.	