

Square/Card/Extension Links	CC=Curricular Competency C=Content Social Studies 10- Canada and the World: 1914 to the Present	B.C. First Peoples 12	Contemporary Indigenous Studies 12
1. Decide to Walk in Good Relations with Host Nations 5 Tips For Being An Ally - Bing video	C-advocacy for human rights, including findings and recommendations of the TRC (<i>anti-racism education and actions, ie. Playing this game!</i>)	*Playing this game introduces all 9 Curricular Competency Learning Standards CC: past and present (significance), what the creators determine to be significant (significance) C-resistance of BC First Peoples to colonialism (<i>all sample topics</i>)	*Playing this game introduces all 8 Curricular Competency Learning Standards CC:use Social Studies inquiry processes and skills to aks questions; listen to the oral tradition of Elders and other local knowledge holders; gather, interpret, and analyze ideas; and communicate findings and decisions
1. Host Nations Native-Land.ca Our home on native land	C- government, First Peoples governance, political institutions, and ideologies (<i>title,treaties, and land claims</i>) CC:use Indigenous principles of learning (holistic,experiential,reflective and relational) to better understand connectedness and the reciprocal relationship of First Peoples to the land	CC: (significance) CC: (cause and consequence) C-traditional territories of the BC First Nations and relationships with the land (<i>all sample topics</i>) C-impact of historical exchanges of ideas practices, and materials among local BC First Peoples and with non-Indigenous peoples (<i>all sample topics, add Oolichan Trails</i>) C-resistance of BC First Peoples to colonialism (<i>political actions of local and provincial Indigenous groups, ecological justice and protests,ie.Rueben George of Tsleil-Waututh Nation</i>)	CC:use Indigenous principles of learning (holistic, experiential, reflective and relational) to better understand connectedness and the reciprocal relationship of First Peoples to the land C-varied identities and worldviews of Indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land (<i>connections to the land as expressed in language, culture, values, and practices, ie.over 210 First Nations in BC</i>) C-factors that <u>sustain</u> and challenge the identities and worldviews of Indigenous peoples (<i>connection to land</i>) C-resilience and survival of Indigenous peoples in the face of colonialism (<i>resurgence of traditional forms of art, literature, dance and music</i>)
1. Decolonizing Creating environments for	C- government, First Peoples governance, political institutions, and ideologies	CC: identify what the creators of accounts, narratives, or maps have determined to be significant	CC:assess and compare the significance of the interconnections between people,

<p>Indigenous youth to live & succeed Tunchai Redvers TEDxKitchenerED - Bing video</p> <p>(25) Decolonization Is for Everyone Nikki Sanchez TEDxSFU - YouTube</p> <p>Impact of Colonization on Indigenous Peoples' Culture – Post-Secondary Peer Support Training Curriculum (opentextbc.ca)</p>	<p>C-Canadian identities (<i>manifestations or representations: place-based identities and sense of belonging</i>) C-advocacy for human rights, including findings and recommendations of the TRC(<i>First Peoples protest and advocacy movements: Oka Crisis, ie. watch Kanehsata:ke by Alanis Obomsawin, add Missing and Murdered Indigenous Women and Girls (MMIWG)</i>)</p>	<p>(<i>significance</i>) C-traditional territories of the BC First Nations and relationships with the land(<i>all sample topics</i>) C-impact of historical exchanges of ideas, practices, and materials among local BC First Peoples and with non-Indigenous peoples(<i>all sample topics</i>) C-provincial and federal government policies that have affected, and continue to affect, the responses of BC First Peoples to colonialism(<i>all sample topics</i>)</p>	<p>places, events, and developments at a particular time and place, and determine what they reveal about issues in the past and present (significance) CC: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) C-varied identities and worldviews of Indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land C-resilience and survival of Indigenous peoples in the face of colonialism(<i>all sample topics</i>) C-restoring balance through truth, healing, and reconciliation in Canada and around the world(<i>culturally relevant systems, eg. restorative justice model, ie. Frank Brown Story</i>)</p>
<p>2. Learn to pronounce local Indigenous names</p> <p>Pronunciation Guide to First Nations in British Columbia (ubc.ca)</p> <p>Musqueam Place Names Map</p>	<p>C-Canadian autonomy (<i>Canada:treaties with First Peoples</i>)</p>	<p>C-traditional territories of the BC First Nations and relationships with the land (<i>how the land shapes and influences First Peoples worldview: cultural practices of the land, relationship to language</i>) C-impact of historical exchanges of ideas, practices, and materials among local BC First Peoples and with non-Indigenous peoples(<i>all sample topics</i>)</p>	<p>C-varied identities and worldviews of Indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land C-factors that sustain and challenge the identities and worldviews of Indigenous peoples(<i>speaking the Indigenous language of one's own people</i>) C-resilience and survival of Indigenous peoples in the face of colonialism(<i>language revitalization</i>)</p>
<p>3. Forget to acknowledge Indigenous Territory</p>	<p>C-Canadian autonomy (<i>Canada:treaties with First Peoples</i>)</p>	<p>C-traditional territories of the BC First Nations and relationships with the land(<i>how</i>)</p>	<p>C-varied identities and worldviews of Indigenous peoples, and the importance of</p>

Guide to Acknowledging First Peoples & Traditional Territory CAUT		<i>the land shapes and influences First Peoples worldview: cultural practices of the land, relationship to language)</i>	the interconnection of family, relationships, language, culture, and the land C-factors that <u>sustain</u> and challenge the identities and worldviews of Indigenous peoples (ceremonial practices, oral traditions)
<p>4. Cultural Protocol</p> <p>7 Unusual Business Etiquettes Around the World that Might Surprise You - Bing video</p> <p>Report Template (cbe.ab.ca)</p> <p>Some Indigenous Protocol Examples (ictinc.ca)</p>	C-Canadian autonomy <i>(Canada:treaties with First Peoples)</i>	CC: protocols (evidence) C-traditional territories of the BC First Nations and relationships with the land (<i>how the land shapes and influences First Peoples worldview</i>) C-role of oral tradition for BC First Peoples (<i>all sample topics</i>) C-resistance of BC First Peoples to colonialism (<i>all sample topics</i>)	CC: 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) C-factors that <u>sustain</u> and challenge the identities and worldviews of Indigenous peoples (<i>Elders' presence, guidance, and wisdom, ceremonial practices, oral traditions</i>) C-resilience and survival of Indigenous peoples in the face of colonialism (<i>practice of traditional systems, including protocols and ceremonies</i>)
<p>5. Make fun of someone for not doing it right</p> <p>Spirit Beads White Fox Bead Studio</p>	We Gift You This Teaching	We Gift You This Teaching	We Give You This Teaching
<p>6. Get to know the stories of local ancestors</p> <p>Traditional Stories and Creation Stories Canadian History Hall Canadian Museum of History (historymuseum.ca)</p>	CC: (significance), (perspective)	CC: Use Social Studies inquiry process and skills to ask questions:gather, interpret, and analyze ideas; and communicate findings and decisions (ie.make sure the inquiry process uses proper protocols) C-role of oral tradition for BC First Peoples (<i>all sample topics</i>)	C-varied identities and worldviews of Indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land C-factors that <u>sustain</u> and challenge the identities and worldviews of Indigenous

<p>Educational Resources - Musqueam</p> <p>(25) Squamish Nation Stories from the Heart Part 1 - YouTube</p> <p>Tsleil-Waututh Nation "People of the Inlet" - Bing video</p>		<p>C-impact of historical exchanges of ideas, practices, and materials among local BC First Peoples and with non-Indigenous peoples(all sample topics)</p>	<p>peoples(connections to family and community, the land, the spirits and the ancestors)</p>
<p>6. Cultural Extraction</p> <p>Being an ally to indigenous people Queen's University (queensu.ca)</p> <p>What NOT To Say When Someone Shares Their Trauma With You HuffPost Life</p> <p>Mental Health Effects of Racism on Indigenous Communities (verywellmind.com)</p>	<p>C-Canadian identities (manifestations or representations: scientific and technological innovations ie.especially medicines like aspirin from willow tree; sports and international sporting events ie. All-White Lacrosse Association was created, no Indians can join, because they're too good!)</p>	<p>CC: Use Social Studies inquiry process and skills to ask questions:gather, interpret, and analyze ideas; and communicate findings and decisions (ie.make sure the inquiry process uses proper protocols)</p> <p>C-role of oral tradition for BC First Peoples(all sample topics, ie. become aware and careful of this card)</p> <p>C-impact of historical exchanges of ideas, practices, and materials among local BC First Peoples and with non-Indigenous peoples(all sample topics,ie. become aware and careful of this card)</p> <p>C-resistance of BC First Peoples to colonialism(all sample topics)</p> <p>C-role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of BC First Peoples(repatriation and ownership of cultural objects)</p>	<p>C-community development, partnerships, and control of economic opportunities (economic strategies and approaches: conflicting views of stewardship, ownership, and use of land and resources)</p>
<p>6. Cultural Appropriation</p> <p>What is cultural appropriation? - Bing video</p> <p>Indigenous students speak out on Halloween: We are people.</p>	<p>C-Canadian identities (manifestations or representations:First Peoples arts,traditions,languages, media and art, scientific and technological innovations)</p>	<p>CC: Use Social Studies inquiry process and skills to ask questions:gather, interpret, and analyze ideas; and communicate findings and decisions (ie.make sure the inquiry process uses proper protocols)</p> <p>C-role of oral tradition for BC First Peoples(all sample topics,</p>	<p>C-restoring balance through truth, healing, and reconciliation in Canada and around the world(culturally relevant systems, eg. restorative justice model)</p>

<p>not costumes (ubyssey.ca)</p> <p>Cultural Appreciation & Appropriation in Fashion — Fusia</p>		<p>ie. become aware and careful of this card)</p> <p>C-impact of historical exchanges of ideas, practices, and materials among local BC First Peoples and with non-Indigenous peoples(<i>all sample topics</i>,ie. become aware and careful of this card)</p> <p>C-role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of BC First Peoples(<i>repatriation and ownership of cultural objects, ethics of copyright, patent rights,intellectual property, and appropriation</i>, ie.appropriation in the fashion world, dream catchers made and sold without teachings)</p>	
<p>7. Residential School</p> <p>www.wherethechildren.ca</p> <p>A timeline of residential schools, the Truth and Reconciliation Commission CBC News</p> <p>Your questions answered about Canada's residential school system CBC News</p> <p>Emotional Triggers: Defintion and How to Manage Them (healthline.com)</p>	<p>C-discriminatory policies and injustices in Canada and the world,etc.(<i>national or ethnic discrimination: Indian Act, residential schools, political discrimination, discrimination on intellectual and physical grounds</i>)</p>	<p>CC: Use Social Studies inquiry process and skills to ask questions:gather, interpret, and analyze ideas; and communicate findings and decisions (ie.make sure the inquiry process uses proper protocols)</p> <p>CC: (continuity and change), (cause and consequence)ie. Timeline on</p> <p>https://legacyofhope.ca/wherethechildren/</p> <p>C-provincial and federal government policies that have affected, and continue to affect, the responses of BC First Peoples to colonialism(<i>residential schools</i>)</p>	<p>C-factors that sustain and challenge the identities and worldviews of Indigenous peoples(<i>disconnection from traditional territories and cultural teachings, impact of residential schools and modern education</i>)</p>
<p>8. Believe there is only one way to learn about history</p>	<p>CC: (significance), (evidence), (perspective), (ethical judgment)</p>	<p>CC: identify what the creators of accounts, narratives, or maps have determined to be significant (significance)</p>	<p>C-resilience and survival of Indigenous peoples in the face of colonialism</p>

<p>Why should students consider history from multiple perspectives? - Bing video</p>		<p>C-resistance of BC First Peoples to colonialism(<i>all sample topics</i>) C-commonalities and differences between governance systems of traditional and contemporary BC First Peoples(<i>traditional governance, ie.the potlatch, land claims and self-governance, ie.FNESC resources</i>)</p>	
<p>8. Erasure of Indigenous Culture</p> <p>What is Cultural Erasure? GraduateWay article</p> <p>Residential School Photos Show Canada's Grim Legacy of Cultural Erasure - The New York Times (nytimes.com)</p> <p>Canada's cultural genocide of Indigenous Peoples - Bing video 3:58mins</p> <p>Why Continuity of Indigenous Cultural Identity Is Critical (ictinc.ca)</p> <p>11 Indigenous resistance movements you need to know - rabble.ca</p> <p>An oral history of the Indigenous music Juno Award category CBC Music</p> <p>Indigenous Fashion Week - Indigenous. Fashion. Fashion Designer</p> <p>indspire awards - Search (bing.com)</p>	<p>C-government, First Peoples governance, political institutions, and ideologies(<i>Crown and federal government imposed governance structures on First Peoples communities, ie.band councils instead of traditional governance systems like the Great Law of the Haudenosaunee, the Potlatch System of BC First Peoples</i>) C-discriminatory policies and injustices in Canada and the world,etc.(<i>national or ethnic discrimination: Indian Act, residential schools, political discrimination, discrimination on intellectual and physical grounds</i>)</p>	<p>CC: identify what the creators of accounts, narratives, or maps have determined to be significant (significance) CC: Assess the connectedness or the reciprocal relationship between people and place (cause and consequence) C-role of oral tradition for BC First Peoples(<i>all sample topics, ie. become aware and careful of this card</i>) C-resistance of BC First Peoples to colonialism(<i>all sample topics</i>) C-role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of BC First Peoples(<i>repatriation and ownership of cultural objects, ethics of copyright, patent rights,intellectual property, and appropriation</i>) C-commonalities and differences between governance systems of traditional and contemporary BC First Peoples(<i>traditional governance, ie.the potlatch, land claims and self-governance, ie.FNESC resources</i>) C-contemporary challenges facing BC First Peoples, including legacies of colonialism(<i>all sample topics</i>)</p>	<p>C-factors that sustain and challenge the identities and worldviews of Indigenous peoples(<i>disconnection from traditional territories and cultural teachings, impact of residential schools and modern education</i>) C-resilience and survival of Indigenous peoples in the face of colonialism(<i>all sample topics</i>) C-restoring balance through truth, healing, and reconciliation in Canada and around the world(<i>culturally relevant systems</i>)</p>

<p>9. Cultural Empathy</p> <p>intercultural empathy - Bing video</p> <p>Understanding Empathy - Bing video</p>	<p>CC:use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyze ideas and data; and communicate findings and decisions (ie. make sure the inquiry process uses proper protocols)</p>	<p>CC: Use Social Studies inquiry process and skills to ask questions:gather, interpret, and analyze ideas; and communicate findings and decisions (ie.make sure the inquiry process uses proper protocols)</p> <p>CC: identify what the creators of accounts, narratives, or maps have determined to be significant (significance)</p> <p>C-role of oral tradition for BC First Peoples(<i>all sample topics, ie. become aware and careful of this card</i>)</p> <p>C-contemporary challenges facing BC First Peoples, including legacies of colonialism(<i>all sample topics, review card</i>)</p>	<p>C-restoring balance through truth, healing, and reconciliation in Canada and around the world(<i>community healing initiatives, cultural resilience eg., language, art, music, and dance as healing, and practice self-care</i>)</p>
<p>10. Ongoing Consent</p> <p>Guidelines for obtaining meaningful consent - Office of the Privacy Commissioner of Canada</p> <p>Consent is Ongoing - Bing video</p>	<p>CC:use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyze ideas and data; and communicate findings and decisions (ie. make sure the inquiry process uses proper protocols)</p>	<p>CC: Use Social Studies inquiry process and skills to ask questions:gather, interpret, and analyze ideas; and communicate findings and decisions (ie.make sure the inquiry process uses proper protocols)</p> <p>C-role of oral tradition for BC First Peoples(<i>all sample topics, ie. become aware and careful of this card</i>)</p> <p>C-contemporary challenges facing BC First Peoples, including legacies of colonialism(<i>all sample topics, review card</i>)</p>	<p>C-restoring balance through truth, healing, and reconciliation in Canada and around the world(<i>community healing initiatives, practice self-care</i>)</p>
<p>10. Triggers</p> <p>Identifying Triggers Emotional Intelligence: Master Your</p>	<p>CC:use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyze ideas and data; and</p>	<p>CC: Use Social Studies inquiry process and skills to ask questions:gather, interpret, and analyze ideas; and communicate</p>	<p>C-restoring balance through truth, healing, and reconciliation in Canada and around the world(<i>community</i></p>

<p>Emotions - Bing video</p> <p>5 Ways to Identify Your Emotional Triggers (And How to Handle Them) (powerofpositivity.com)</p>	<p>communicate findings and decisions (ie. make sure the inquiry process uses proper protocols)</p>	<p>findings and decisions (ie. make sure the inquiry process uses proper protocols, and to practice self-care)</p> <p>C-role of oral tradition for BC First Peoples(<i>all sample topics, ie. become aware and careful of this card, practice self-care</i>)</p> <p>C-contemporary challenges facing BC First Peoples, including legacies of colonialism(<i>all sample topics, review card and practice cultural empathy and ongoing consent when asking persons for info</i>)</p>	<p><i>healing initiatives, practice self-care</i>)</p>
<p>11. UNDRIP & Truth and Reconciliation Commission</p> <p>The United Nations Declaration on the Rights of Indigenous Peoples explained (justice.gc.ca) video 1:54mins</p> <p>calls to action english2.pdf (gov.bc.ca)</p> <p>Read the 94 Calls to Action here - APTN News</p>	<p>C-environmental, political, and economic policies (<i>environmental issues, stakeholders, social welfare programs, national programs and projects, infrastructure projects</i>)</p> <p>C-discriminatory policies and injustices in Canada and the world, etc. (<i>national or ethnic discrimination: Indian Act, residential schools, political discrimination, discrimination on intellectual and physical grounds</i>)</p> <p>C-advocacy for human rights, including findings and recommendations of the TRC (<i>international declarations, redress movements for historic wrongs</i>)</p> <p>C-international conflicts and Canada's role in them (<i>involvement in international organizations and agreements, including United Nations</i>)</p>	<p>CC: identify what the creators of accounts, narratives, or maps have determined to be significant (significance)</p> <p>CC: using appropriate protocols, including oral traditions, to contextualize different events in past and present (evidence)</p> <p>CC: (perspective)</p> <p>C-role of oral tradition for BC First Peoples(<i>oral tradition as valid and legal evidence</i>)</p> <p>C-provincial and federal government policies that have affected, and continue to affect, the responses of BC First Peoples to colonialism(<i>Truth and Reconciliation Commission and Report, UN Declaration on the Rights of Indigenous Peoples</i>)</p> <p>C-resistance of BC First Peoples to colonialism(<i>all sample topics</i>)</p>	<p>C-factors that sustain and challenge the identities and worldviews of Indigenous peoples(<i>stereotypes and institutionalized racism</i>)</p> <p>C-community development, partnerships, and control of economic opportunities (<i>economic strategies and approaches: joint ventures, co-management partnerships, community development corporations, co-operatives, public-private partnerships</i>)</p> <p>C-responses to inequities in the relationships of Indigenous peoples with governments in Canada and around the world(<i>United Nations Declaration on the Rights of Indigenous Peoples, Truth and Reconciliation Commission of Canada</i>)</p> <p>C-restoring balance through truth, healing, and reconciliation in Canada and around the world(<i>Final Report on the TRC Calls to Action</i>)</p>
<p>12. Pan-Indigeneity</p> <p>Pan-Indigeneity < Indigeneity, Language and Authenticity</p>	<p>C-government, First Peoples governance, political institutions, and ideologies (<i>Indian Act</i>)</p>	<p>CC: worldviews(perspective), land and place(perspective)</p> <p>C-role of oral tradition for BC First Peoples(<i>oral tradition</i>)</p>	<p>C-varied identities and worldviews of Indigenous peoples, and the importance of the interconnection of family,</p>

<p>wordpress.com</p>	<p>C-Canadian identities (<i>First Peoples identities, cultural identities of subsequent generations</i>)</p>	<p><i>shapes identity and connects us to the past, present, and future</i>) C-provincial and federal government policies that have affected, and continue to affect, the responses of BC First Peoples to colonialism(<i>Sixties Scoop and foster care system</i>) C-resistance of BC First Peoples to colonialism(<i>all sample topics</i>) C-role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of BC First Peoples(<i>portrayal and representation of First Peoples in media, ie. watch Reel Injun</i>)</p>	<p>relationships, language, culture, and the land(<i>connections to the land as expressed in language, culture, values, and practices, ie. over 210 First Nations in BC</i>) C-factors that sustain and challenge the identities and worldviews of Indigenous peoples(<i>media portrayals and representations of Indigenous peoples, ie. watch Reel Injun</i>)</p>
<p>13. Urban Indigenous</p> <p>Indigenization Guide: Urban Indigenous Peoples and Demographics – BCcampus</p> <p>Urban Indigenous Peoples' Advisory Committee City of Vancouver</p> <p>Indigenous family glad to reconnect with Lax Kw'alaams roots - Bing video</p>	<p>C-Canadian identities (<i>First Peoples identities, cultural identities of subsequent generations</i>) C-domestic conflicts and co-operation (<i>First Peoples actions, national and regional First Peoples organizations, ie. add FNESC, Union of BC Indian Chiefs</i>)</p>	<p>CC: worldviews(perspective), land and place(perspective) C-role of oral tradition for BC First Peoples(<i>oral tradition shapes identity and connects us to the past, present, and future</i>) C-provincial and federal government policies that have affected, and continue to affect, the responses of BC First Peoples to colonialism(<i>Sixties Scoop and foster care system</i>) C-resistance of BC First Peoples to colonialism(<i>all sample topics</i>) C-role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of BC First Peoples(<i>portrayal and representation of First Peoples in media, ie. watch Reel Injun</i>)</p>	<p>C-factors that <u>sustain</u> and challenge the identities and worldviews of Indigenous peoples(<i>evolution of Indigeneity, migration to urban areas, ie. temporarily for education, then sometimes returning home with community development skill sets</i>) C-resilience and survival of Indigenous peoples in the face of colonialism(<i>emergence of contemporary Indigenous arts, Indigenous websites and social media, Indigenous literature, increased presence in academia, and decolonization of places of study and learning</i>)</p>
<p>14. Indigenous</p>	<p>C-Canadian identities (<i>First Peoples identities, cultural identities of subsequent</i></p>	<p>CC: worldviews(perspective), land and place(perspective) C-role of oral tradition for BC</p>	<p>C-factors that <u>sustain</u> and challenge the identities and worldviews of Indigenous</p>

[Global Actions \(ubc.ca\)](http://globalactions.ubc.ca)

[What does being Indigenous mean? - Bing video](#)

[What Does It Mean to Be "Indigenous"? | The New Yorker](#), (listen to 17:00 of 28:37)

Keep on Walking in Good Relations

[10 ways to be a genuine ally to First Nations communities \(amnesty.org.au\)](#)

generations
C-domestic conflicts and co-operation (*First Peoples actions, national and regional First Peoples organizations, ie. add FNEESC, Union of BC Indian Chiefs*)
C-international conflicts and co-operation(*global armed conflicts and Canada's role in them: World War II, ie. watch Forgotten Warriors on NFB*)

C-Canadian autonomy(*Canada: Treaties with First Peoples*)

First Peoples(*oral tradition shapes identity and connects us to the past, present, and future, Indigenous concept of time*)
C-provincial and federal government policies that have affected, and continue to affect, the responses of BC First Peoples to colonialism(*Sixties Scoop and foster care system*)
C-resistance of BC First Peoples to colonialism(*all sample topics*)
C-role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of BC First Peoples(*portrayal and representation of First Peoples in media, ie. watch Reel Injun*)

CC: worldviews(perspective), land and place(perspective)
C-resistance of BC First Peoples to colonialism(*all sample topics*)

peoples(*evolution of Indigeneity*)
C-resilience and survival of Indigenous peoples in the face of colonialism(*emergence of contemporary Indigenous arts, Indigenous websites and social media, Indigenous literature, increased presence in academia, and decolonization of places of study and learning*)

CC:use Social Studies inquiry processes and skills to ask questions; listen to the oral tradition of Elders and other local knowledge holders; gather, interpret, and analyze ideas; and communicate findings and decisions
C-varied identities and worldviews of Indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land(*concepts of respect, reciprocity, relevance, responsibility, and resilience*)
C-restoring balance through truth, healing, and reconciliation in Canada and around the world