



Aboriginal Education School Plan 2018-2019

School: Ecole Cedardale Elementary

School Aboriginal Education Committee: Michelle LaBounty, Kristina Hayes, Stina Morissette, Julie Prodor, Sarah Fee, Chelsea Read, Emily Klause, Renelle Allard, Sarah Heiberg, Brigitte O'Brien, Maude Gendron

School Contact Person(s): Michelle LaBounty, Kristina Hayes

Activities, events, speakers, presentations, projects etc. that have occurred at your location over the past two years:

2017-2018

- "Orange Shirt Day" activities
- Grade $\frac{3}{4}$ Unit of Inquiry: Indigenous culture as it shapes technology (past/present), Responsibility towards energy use on the environment from various perspectives, Cultural understandings on the Sun/Moon, reflection on First Peoples' animal representations of competencies
- Grade $\frac{3}{4}$ novel/story study: Tiktak' Liktak, 13 Moons on Turtle's Back, Taan's Moons
- Grade $\frac{3}{4}$ workshop with Isaac Vandehorst on West Vancouver now and then
- Grade $\frac{3}{4}$ inquiry into First Peoples' origin stories across Canada
- Grade $\frac{3}{4}$ inquiry that included First Contact and First Nations' perspectives
- Resources purchased for school library in French & English

- Grade 5/6 novel study: “Les bas du pensionnat”
- Grade 5/6 Unit of Inquiry → learning about residential schools, relationships, and reconciliation w/ Teacher Librarian & Classroom Teacher
- Salmonids in the school with blessing of salmon and understanding indigenous uses and connection to the salmon life cycle
- 3 Crows Production - How Raven Stole the Sun
- Grade 5/6 Outdoor School w/ focus on sustainability and understanding our place
- Grade 7 - visit Huron-Wendat village in QC

Staff Activities:

- Admin Professional Development - Residential School visit
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2016-2017

- school-wide “Orange Shirt Day” activities
- Grade 7 Visit to Museum of Anthropology including visiting on-site carvers working on Reconciliation Pole
- Grade 7 Coast Salish weaving
- Grade 7 exploration of First Nations artists
- Kindergarten Ocean Canoeing with Takaya, Tseil watuth Nation
- Grade 3/4 Bob Baker presentation on Canoe Etiquette
- Grade ¾ Visit to Skwachays Lodge/Gallery
- Grade ¾ Visit to Vancouver Convention Centre Coast Salish Art Installations
- Grade ¾ Unit of Inquiry: First Peoples’ Principles of Learning, Regions of Canada, Colonization
- Grade 1/2 inquiry into aboriginal knowledge of the sky, seasons, and landscape
- Grade 3/4 inquiry into oral storytelling
- Grade 3/4 Soapstone Carving
- Salmon husbandry, release, and blessing
- Grade 5/6 volunteering at the Coho Festival
- Grade 4-7 Series 45 presentation “Mistatim – Red Sky Theatre”
- Indigenous garden planted in turn-around

Staff Activities:

- Staff Ocean Canoeing with Bob Baker

- Staff Squamish Language lessons
- Professional Development Day - Reconciliation-themed

Action Plan for 2018/19

- First Peoples Principles of Learning (how will you embed these in your work with students this year?)
 - having students understand our Place - build a greater understanding of where we are situation and the responsibility associated with being on these territories
 - by integrating these principles into our units of inquiry and when engaging in the IB PYP transdisciplinary themes
 - through our implementation of “The Classroom Gardener” → this program embeds the principles (and more)
- Parent Education
 - The Classroom Gardener & Parent Education around place & indigenous plants
- Community Partnerships
 - Salmonid Enhancement Programme
 - Orange Shirt Day - Focus within the time with Teacher Librarian
 - Partnership and use of WE resources
- Teachers
 - New teachers have joined the committee, sharing their ideas, resources, and passion for authentic Ab Ed
- Student Support – Success Teachers/Counsellors
- Cultural Presentations
 - we hope to recognize our Squamish place name with a naming ceremony, inviting Bob Baker to share this with us
- Connections to BC Curriculum

All teachers have copies of the First People Principles of Learning in French and are looking at ways to incorporate them into their everyday lessons. Connections to the BC Curriculum are made through the each

Unit of Inquiry, and each class has reached out to Bob Baker for support for their units of Inquiry. In particular, the following units have been planned with the hope that support could be provided:

Connections to Curriculum through our Programme of Inquiry:

Age	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>	<i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</i>	<i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i>
K		<p>#3 Central Idea: Experiences develop a person's identity</p> <p>Key concepts: connection, perspective, reflection</p> <p>Related Concepts: culture, identity, preferences</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Communities are made up of different cultural backgrounds. (connection) • Understanding our identity helps us appreciate other's 	<p>#6 Central Idea: Stories create connections</p> <p>Key concepts: function, perspective, connection</p> <p>Related Concepts: communication, opinion, interaction</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The purpose of stories (function) • The points of view created through story (perspective) • How people participate in storytelling 	<p>#4 Central Idea: Humans have many uses for materials</p> <p>Key concepts: form, function, connection</p> <p>Related Concepts: matter, construction, forces</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Properties of materials (form) • Materials and their uses (function) • How materials are used around the world (connection) 	<p>#1 Central Idea: Our skills and strategies contribute to our community</p> <p>Key concepts: function, responsibility, reflection</p> <p>Related Concepts: community, roles, citizenship</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How we work together (function) • How responsibility builds community (responsibility) • A person's role 	<p>#5 Central Idea: Living things are interconnected through their basic needs.</p> <p>Key concepts: connection, change, responsibility</p> <p>Related Concepts: Plant & Animal Life, Cycles,</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Common needs and features of living things (connection) • Life cycles (change) • The differences between needs and

		(perspective) • How identity influences how we respond to daily and seasonal changes. (reflection)	(connection)		within a community (reflection)	wants (responsibility)
1/2 Year B		4. Where we are in place and time Central idea: Human activity is connected to the Earth's natural cycles Key Concepts: Function, Causation, Connection Related Concepts: Time, Seasons, values & beliefs Lines of Inquiry: • Night and Day (function) • Seasonal changes (causation) • Aboriginal knowledge of the sky and landscape (connection)	3. How we express ourselves TOPIC: Language Central Idea: Key concepts: Related Concepts: Lines of Inquiry:		2. How we organize ourselves Central Idea: Communities are successful when citizens work together Key Concepts: function, responsibility, reflection Related Concepts: community, systems, goal-setting Lines of Inquiry: • What is community (form) • Roles & Responsibilities within a community (responsibility) • Needs, wants and goals (reflection)	5. Sharing the planet TOPIC: Life cycles and adaptations Central Idea: Key Concepts: Related Concepts: Lines of Inquiry:
3/4 Year B	1. Who we are Central Idea: First Peoples' Principles of Learning lead to self-confidence and	2. Where we are in place and time Central Idea: Environmental elements transform features of the land Key Concepts:	5. How we express ourselves Central Idea: Sharing of stories communicates values Key concepts:		3. How we organize ourselves TOPIC: Colonization	6. Sharing the planet Central Idea: Human actions impact living things Key concepts: Function,

	<p>a sense of community</p> <p>Key Concepts: Reflection, Perspective, Responsibility</p> <p>Related Concepts: Oral history/storytelling, Community, Culture</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How indigenous knowledge is shared and passed down (reflection) • The history of the local community and of local First Peoples communities (perspective) • Cultural characteristics and ways of life of local First Peoples and global indigenous peoples (responsibility) 	<p>Form, Change, Causation</p> <p>Related Concepts: Land formation, Geology, Geography</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How wind, water and ice change the shape of the land (Change) • Major landforms (Form) • The relationship between communities and their land (Causation) 	<p>Form, change, Perspective</p> <p>Related Concepts: Communication, history, values</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Forms of stories (form) • Storytelling over time (change) • Reasons people tell stories (perspective) 		<p>Central Idea:</p> <p>Key Concepts:</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p>	<p>Causation, Responsibility</p> <p>Related Concepts: Cycles, Consequences, Sustainability</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Life Cycles (function) • The impact of human actions on living things (causation) • Actions that promote change (responsibility)
MUSIC	<p>Possible music tie in: identity in music in indigenous cultures across canada? Role of music in</p>					

	Indigenous culture/everyday life.					
LIBRARY			Human Book - oral stories			
5/6 Year B	3. Who we are TOPIC: Universe/Extreme Enviros/solar system (first nations persp) Central Idea: Key concepts: Related Concepts: Lines of Inquiry:		1. How we express ourselves TOPIC: Current Events and global and local issues (year long unit) Central Idea: Key concepts: Related Concepts: Lines of Inquiry:			
7	3. Who we are Central Idea: Spiritual beliefs, culture and human identity are interconnected Key concepts: Causation, perspective, connection Related Concepts: Power, Identity, Beliefs Lines of Inquiry: <ul style="list-style-type: none"> How spiritual beliefs have grown 	1. Where we are in place and time Central Idea: Past civilizations influence those of the future Key concepts: Causation, Reflection, Responsibility Related Concepts: Environment, Continuity, Civilization Lines of Inquiry: <ul style="list-style-type: none"> The causes of 	4. How we express ourselves Central Idea: Expression builds connection and community Key concepts: Function, Connection, Reflection Related Concepts: Self-expression, Balance, Originality Lines of Inquiry: <ul style="list-style-type: none"> How different roles and 		6. How we organize ourselves Central Idea: The judiciary system is a human-made system that supports societal function and consists of legislation and consequences Key concepts: form, perspective, responsibility	5. Sharing the planet Central Idea: The Earth, its climate and living things change over geological time Key concepts: Causation, Change, Responsibility Related Concepts: human-environment interaction, climate change, physical environment Lines of Inquiry:

	<p>and spread over time (Causation) (<i>Power</i>)</p> <ul style="list-style-type: none"> • The connection between religion and culture (Connection) (<i>Identity</i>) • The different perspectives towards religion and spiritual beliefs (Perspective) (<i>Beliefs</i>) <p>Possible PE tie in - mindfulness</p>	<p>the evolution of civilizations (Causation)</p> <ul style="list-style-type: none"> • The way the past influences the present and future (Reflection) • Our responsibility in preserving the knowledge, history, and culture of ancient civilizations (Responsibility) 	<p>responsibilities are suited to different strengths (function)</p> <ul style="list-style-type: none"> • How different roles bring together a community (connection) • The different ways in which we feel towards and appreciate our creativity (Reflection) <p><i>Make Use of Makerspace</i></p> <p>Possible PE tie in- Teamwork, team building</p>		<p>Related Concepts: systems, participation, cause and consequence</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The key characteristics and purpose of the judicial system (Form) • The different roles and perspectives of participants of the judicial system (Perspective) • Citizens' rights and responsibilities in the judicial system (Responsibility) 	<ul style="list-style-type: none"> • how the climate has changed due to human impact (Causation) • the physical and environmental changes that occur over time (Change) • human's actions in relation to the environment, make a difference (responsibility)
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District support and resources needed this year:

- resources to support Aboriginal understandings
- list of recommended resources/literature
- weaving workshop for staff and students (other community members too?)
- continued storytelling support from Bob Baker
- support from Fay Halls to build understanding