



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Nanaimo-Ladysmith Public Schools	School District/Independent School Authority Number: School District 68
Developed by: Elena Kemp & Emily Magyar In Collaboration with Knowledge-Keepers from Mid-Island Metis, the Snaw-naw-as, Snuneymuxw and Stz'uminus First Nation Graphic: Jake Hardy	Date Developed: January-April 2024
School Name: School District 68	Principal Name: Ricki Bartlett
Superintendent Approval Date (for School Districts only): TBD	Superintendent Signature:
Board/Authority Approval Date: TBD	Board/Authority Chair Signature:
Course Name: Indigenous Cultural Connections	Grade Level of Course: 10-12
Number of Course Credits: 4	Number of Hours of Instruction: N/A

Board/Authority Prerequisite(s):

None

Course Synopsis:

This course is designed to honour and show value for Indigenous secondary students' connections with their land, language(s), self, and family/community. It intends to honour these connections with credits toward graduation, acknowledging that these teachings are fundamental. The course aims to recognize the continuum of teaching and learning, since time immemorial, and that families are the original, and most important teachers.

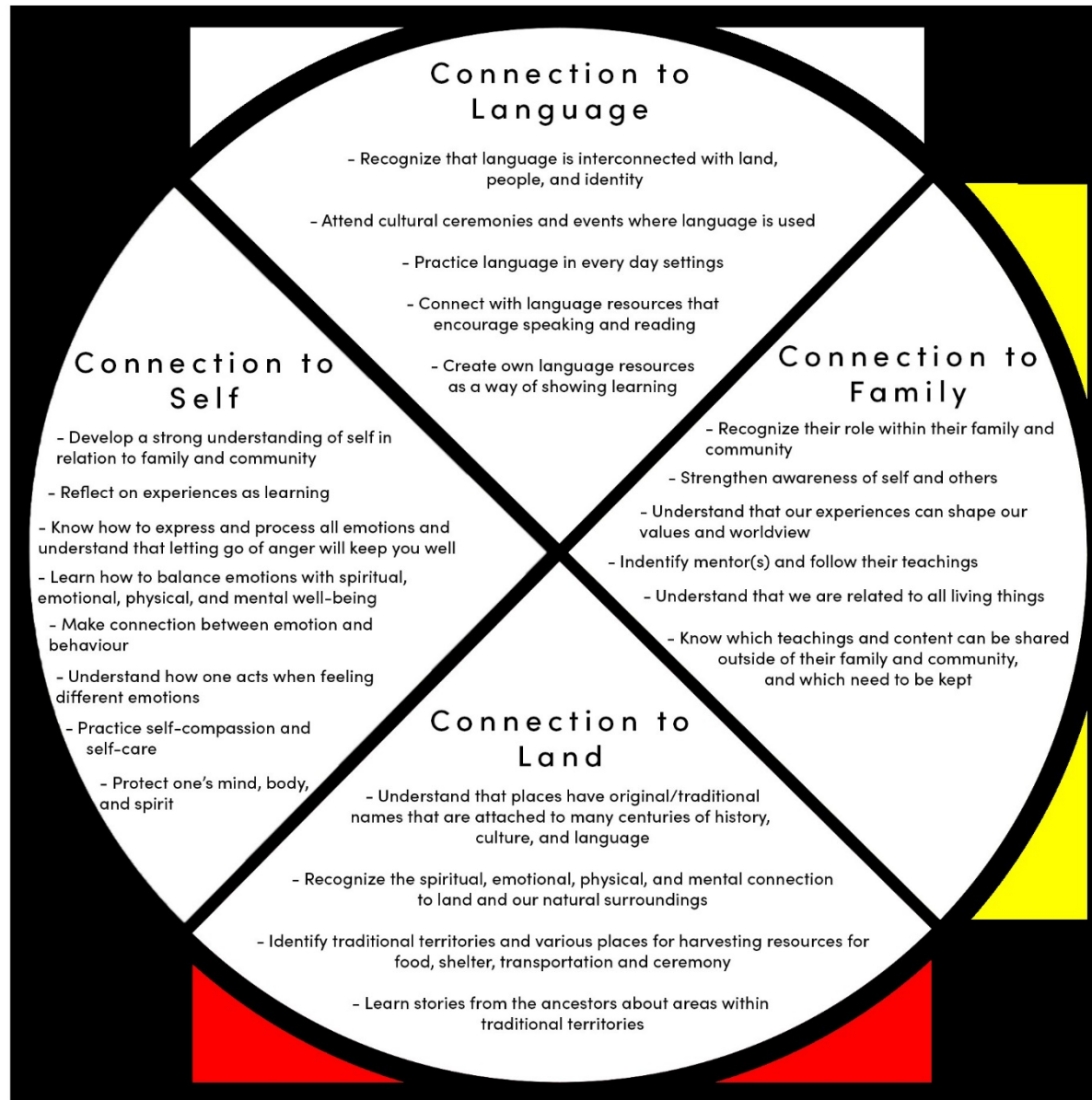
Rationale:

This course was designed to honour the teachings and learnings that Indigenous students receive within their own families, and cultural communities. Over the years we have progressed from deducting marks from students who are missing course time or work because of participation in cultural activities, to “allowing” them this time by omitting work missed. As a district, our practice has moved to align with our goals; one goal being Truth and Reconciliation. We value Indigenous cultural knowledge, and in doing so, we must always be looking for ways to concretely show this. We have students participating in various cultural experiences, events and ceremonies throughout the year. This course is one way our schools can begin to honour, celebrate and recognize that cultural teachings are integral to individuals, families, and communities, and should be valued as credited work towards graduation. With this course, Indigenous students can earn multiple credits by engaging in cultural learning and work within their home communities. Various cultural experiences such as harvesting, weaving, hunting, fishing, canoeing and participating in ceremony, Tribal Journeys, cultural singing, drumming and dancing and traditional language classes etc. will be honoured by schools as credit toward graduation. Having the opportunity for students to gain 4 credits in each year of their grad program shows the district’s commitment to Truth and Reconciliation. The rationale and creation of this course was directly in co-construction and consultation with the Indigenous Leadership Council of Nanaimo-Ladysmith Public Schools, (Leaders for Learning).

BIG IDEAS

Big idea...	Big idea...	Big idea...	Big idea...
Connection to Land:	Connection to Language:	Connection to Family and/or Community:	Connection to Self:

Learning Standards



Assessment

Part of decolonizing the educational experience is analyzing our way of describing it. We must problematize the word *assessment*, recognizing that it is rooted in colonial structures and the very idea of it and what it means is incongruent with a lot of the teachings and learnings that the students will be experiencing. We believe the term reflection, rather than assessment, is more aligned with the intent of these experiences. Many students undergo internal transformations after cultural experiences and the teachings they have been given. Many experiences cannot be shared culturally outside of their family and community. Students will know which teachings they are allowed to share with others, and which they are not. Ways of showing learning will not be limited by any format that doesn't lend itself to describing the experience.

Content:

We will not be listing examples of what constitutes cultural work, with respect to earning credits through this course. The act of listing experiences that students may participate in has colonial roots, and we want to be conscious of not contributing to colonial expectations in a decolonized, cultural space.