

Curriculum Expectations Addressed by the Platinum Jubilee Treaty Forest Project

NDA3M

- A1. Political Inquiry:** use the political inquiry process and the concepts of political thinking when investigating contemporary issues, events, and developments relating to Indigenous peoples in Canada;
- A2. Developing Transferable Skills:** apply, in a variety of contexts, skills developed through investigations related to contemporary First Nations, Métis, and Inuit realities and perspectives, and identify some careers in which the knowledge and skills acquired in this course might be an asset.

- B1. Colonial Naming and Cultural Identity:** demonstrate an understanding of the connections between colonial naming and cultural identity in relation to First Nations, Métis, and Inuit communities;
- B2. Cultural Revitalization and Cultural Continuity:** demonstrate an understanding of key issues, developments, and challenges relating to First Nations, Métis, and Inuit cultural revitalization and cultural continuity;
- B3. Cultural Understanding and Cultural Leadership:** explain how Indigenous individuals, communities, and nations in Canada self-identify and are identified by others, analysing the influences and/or consequences of racism, stereotyping, contemporary culture, and cultural leadership.

- C1. Community Governance, Planning, and Administration:** demonstrate an understanding of various contemporary political, economic, and social issues and/or developments relating to First Nations, Métis, and Inuit community governance, planning, and administration, including issues related to land settlement;
- C2. Community Aspirations, Development, and Leadership:** demonstrate an understanding of key issues associated with contemporary First Nations, Métis, and Inuit community aspirations, development, and leadership.

- D2. Policies and Policy Making:** demonstrate an understanding of key policies and policy-making processes that affect First Nations, Métis, and Inuit relations with federal, provincial, and territorial governments and with non-Indigenous individuals and communities across Canada;

** Our particular focus will be on relationship with the municipal government (provincial order of government)*

- E2. Social Action and Leadership:** demonstrate an understanding of factors that influence social action related to Indigenous peoples, analysing various strategies and initiatives to raise awareness of Indigenous realities and comparing the Canadian context with other national contexts.

** A particular focus will be on comparing Canada's relationships with that of the Crown-Maori Relationship in Aotearoa.*

NDW4M

- A1. Political Inquiry:** use the political inquiry process and the concepts of political thinking when investigating contemporary issues, events, and developments relating to Indigenous peoples in Canada;
- A2. Developing Transferable Skills:** apply, in a variety of contexts, skills developed through investigations related to contemporary First Nations, Métis, and Inuit realities and perspectives, and identify some careers in which the knowledge and skills acquired in this course might be an asset.

- B2. Connections to the Land:** demonstrate an understanding of the significance of the land to Indigenous peoples around the world, analysing the consequences of displacement from traditional territories and the benefits of Indigenous perspectives on resource management;
- B3. Indigenous Knowledge and Oral Traditions:** demonstrate an understanding of the role of Indigenous knowledge, storytelling, and storywork in fulfilling communal responsibilities, sustaining world views, and protecting cultural heritage.

**B2 will be specifically related to the experience of the Mississaugas of the Credit Nation*

- C3. Political Trends and Power Relations:** demonstrate an understanding of the connections between political power and cultural survival, analysing the balance of power in a variety of interactions between Indigenous and non-Indigenous groups;
- C4. The Concept of Self-Determination:** demonstrate an understanding of the concept of self-determination, exploring a variety of perspectives on and arguments for Indigenous sovereignty/self-governance.

- D1. International and Regional Law:** demonstrate an understanding of the role of international and regional law, and of associated bodies and legal instruments, in upholding or obstructing the rights of Indigenous peoples around the world;

- D4. Social Action and Global Leadership:** demonstrate an understanding of key factors that influence social action, and analyse various initiatives to support Indigenous aspirations and perspectives globally in terms of the leadership strategies they employ.