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| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |

**Indigenous Peoples**

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| Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. | Recognizes that there are many different cultural groups | Evaluates sources, describes information drawn about unique characteristics of local Indigenous peoples, and their significance | Analyzes why learning about indigenous peoples nurtures multicultural awareness and respect for diversity, and it’s significance for all Canadians | Reflects on personal impacts of learning about Indigenous peoples and respect for diversity, shows insight. |
| Recognizes that cultures and people change over time | Sequences changes in Indigenous peoples ways of life and cultural practices | Evaluates the importance of elements of Indigenous ways of life and cultures that have and have not changed, and why they are significant | Makes connections between historical events and these changes, imagines Canada today if these events had not occurred, and considers ethics and possible methods for cultural healing and preservation |
| Indigenous knowledge is passed down through oral history, traditions, and collective memory | Recognizes that Indigenous knowledge is passed down through stories and celebrations | Describes ways in which Indigenous knowledge is passed down through oral history, traditions, and collective memory. | Infers reasons for why Indigenous knowledge is passed down through oral history, traditions, and collective memory and it’s significance to modern Indigenous people | Proposes multiple possible ways in which Indigenous history, traditions, and collective memory can be shared and appreciated |
| Indigenous societies throughout the world value the well-being of the self, the land, the spirits, and ancestors | Identifies Indigenous societies in their local community | Describes local Indigenous values related to the well-being of the self, the land, the spirits, and ancestors | Infers reasons for why Indigenous societies throughout the world value elders, and the well-being of the self, the land, the spirits, and ancestors | Makes connections between their personal and community’s values regarding the well-being of the self, the land, the spirits, and ancestors and Indigenous cultures, proposes multiple solutions to sustainability |
| Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity | Recognizes that Indigenous peoples are the first Canadians | Describes how Indigenous people supported new settlers when they arrived in Canada | Values Indigenous peoples role in supporting new immigrants, assesses how and why Indigenous peoples were then exploited in the formation / development of Canada. | Proposes methods for ending exploitation of Indigenous peoples and healing historical injustices |
| Identifies significant events in relation to conflict between Indigenous people and settlers | Describes changes in the relationships between Indigenous peoples and settlers, connects to significant conflicts | Proposes ways in which Canada might be different if relationships had remained cooperative |
| Describes significant events in relation to conflict between Indigenous people and settlers places in temporal sequence | Evaluates the ethics of significant events and decisions made by those in power |