



## Teaching Mathematics in a First Peoples Context: Grades 8 and 9

This resource is designed to support the existing provincially prescribed curriculum for Mathematics 8 and 9. By using the planning tools and theme-based units provided in this resource guide, teachers will be able to

- ◆ help all students better appreciate the presence and importance of math and mathematical thinking within all human cultures and activities
- ◆ give all students a better sense of the significant place of First Peoples within the historical and contemporary fabric of this province
- ◆ help their Aboriginal students in particular to feel more comfortable in math learning situations and more motivated to participate and focus.

A key feature of this teacher resource is the incorporation of themes and topics relevant to First Peoples to teach mathematic concepts. These topics include:

- ◆ salmon population statistics
- ◆ navigation & transport
- ◆ cooking
- ◆ games of chance
- ◆ water management
- ◆ circle dwellings
- ◆ hunting
- ◆ button blankets
- ◆ bentwood boxes

The resource also includes a CD-ROM containing interactive student content to support one of the units.



## BC First Peoples Learning Resources: Books for Use in K-7 Classrooms

Among the vast number of books with a First Peoples theme or focus aimed at young people, it is often difficult to tell which are truly authentic and appropriate for use in schools. This guide for BC elementary school teachers has been created to help.

The annotated listings in this guide identify **authentic** First Peoples texts — texts created by First Peoples or with the substantial contributions of First Peoples. The annotations include information about reading level, themes addressed, and possible curriculum connections.

The current edition of the guide lists only print resources (fiction and non-fiction) written for a student audience. Future updates of this guide may be produced to include additional media, as well as teacher resources and new print titles.

In addition, FNEESC is currently developing a corresponding K-3 teacher resource. This resource will contain a series of units illustrating how many of the authentic texts can be incorporated in the classroom to address a wide range of K-3 subject areas. This teacher resource is scheduled for release in mid-2012.



For more information about Learning First Peoples initiatives, visit the FNEESC web site: [www.fnesc.ca](http://www.fnesc.ca)

or contact

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## Learning First Peoples

Over the past several years, the First Nations Education Steering Committee has produced a number of resources to support K-12 teachers in a variety of subject areas and grade levels. These resources — intended for use with both Aboriginal and non-Aboriginal students and teachers — are designed to help make BC classrooms more reflective of the realities and worldviews of First Peoples in this province.





## First Peoples Principles of Learning

First identified in relation to English 12 First Peoples, the following First Peoples Principles of Learning are reflected in and supported by all Learning First Peoples resources:

- ▶ *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*
- ▶ *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*
- ▶ *Learning involves recognizing the consequences of one's actions.*
- ▶ *Learning involves generational roles and responsibilities.*
- ▶ *Learning recognizes the role of indigenous knowledge.*
- ▶ *Learning is embedded in memory, history, and story.*
- ▶ *Learning involves patience and time.*
- ▶ *Learning requires exploration of one's identity.*
- ▶ *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.*



## First Peoples Pedagogy

Learning First Peoples resources provide opportunities for all learners to explore and discover First Peoples' worldviews and ways of learning through

- ◆ a commitment to learner-centredness
- ◆ a focus on experiential learning and oral texts
- ◆ an emphasis on awareness of self and others in equal measure
- ◆ a recognition of the value of group process
- ◆ a support for varied forms of representation.



## English First Peoples 10, 11, and 12

The provincially prescribed curricula for English First Peoples 10, 11, and 12 (EFP) were developed through a partnership between FNEC and the BC Ministry of Education. (For more information about provincial curricula, visit [www.bced.gov.bc.ca/irp/welcome.php](http://www.bced.gov.bc.ca/irp/welcome.php))

EFP courses focus on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of oral, visual, and written texts. In addition to language arts learning, students in EFP have opportunities to learn about

- ◆ the function, significance, and validity of oral texts and the oral tradition
- ◆ the many purposes of oral texts (e.g., to teach, to record, to entertain)
- ◆ key features and themes of First Peoples oral, written, and visual texts
- ◆ the diversity within and across First Peoples texts
- ◆ the role of texts in preserving and advancing culture, and the importance of culture in language and communication.

Additional features of English First Peoples curricula:

- ◆ EFP 10, 11, and 12 are the academic equivalents of English Language Arts 10, 11 and 12.
- ◆ EFP 10, 11, and 12 satisfy the provincial English Language Arts Graduation Program requirements.
- ◆ EFP 12 is accepted for entrance at all of BC's public post-secondary institutions.
- ◆ The EFP 12 exam can be used towards eligibility for a Provincial Scholarship.

The **Teacher Resource Guides** for EFP 10-12 (one guide for EFP 10 and 11, and one for EFP 12) were developed to support teachers in implementing the EFP curricula. Each guide contains a series of units that incorporate instructional approaches consistent with First Peoples pedagogy, including

- ◆ shared reading (e.g., having students share the experience of reading aloud and discussing together)
- ◆ direct and experiential learning
- ◆ a recursive approach to text
- ◆ “writing to learn” strategies to develop students’ thinking skills
- ◆ opportunities for students to represent their knowledge in varied ways.

Key to the teacher resource units is the identification of **authentic** First Peoples texts — print, oral, and visual texts created by First Peoples or with the substantial contributions of First Peoples.

Through these authentic texts and instructional approaches, the units in these resource guides explore themes and topics such as

- ◆ the oral tradition
- ◆ traditional stories
- ◆ storytelling
- ◆ the legacy of colonialism, including the residential school system
- ◆ First Peoples relationships with the land
- ◆ humour and its role in First Peoples texts and cultures
- ◆ childhood, family
- ◆ identity and belonging
- ◆ cultural renewal
- ◆ political and social issues affecting First Peoples in BC, Canada, and the rest of the world.

In addition to supporting the EFP curricula, many teachers have found the units provided in the EFP Teacher Resource Guides valuable for use in their English Language Arts classes.