

Where Have All the Buffalo Gone

Grade 12

CONTEMPORARY INDIGENOUS STUDIES 12 BIG IDEAS

The identities, worldviews, and languages of indigenous peoples are renewed, sustained, and transformed through their connection to the land.

Reconciliation requires all colonial societies to work together to foster healing and address injustices.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none">• Assess and compare the significance of the interconnections between people, places, events, and developments at a particular time and place, and determine what they reveal about issues in the past and present (significance)• Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence)	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• varied identities and worldviews of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land• factors that sustain and challenge the identities and worldviews of indigenous peoples• resilience and survival of indigenous peoples in the face of colonialism• restoring balance through truth, healing, and reconciliation in Canada and around the world

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12
<https://curriculum.gov.bc.ca/curriculum/social-studies/12/contemporary-indigenous-studies>

Where Have All the Buffalo Gone

Grade 12

BC FIRST PEOPLES 12 BIG IDEAS

The identities, worldviews, and languages of B.C. First Peoples are renewed, sustained, and transformed through their connection to the land.

Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none">• Using appropriate protocols, interpret a variety of sources, including local stories or oral traditions, and Indigenous ways of knowing (holistic, experiential, reflective, and relational experiences, and memory) to contextualize different events in the past and present (evidence)• Assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development (cause and consequence)• Assess the connectedness or the reciprocal relationship between people and place (cause and consequence)	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• traditional territories of the B.C. First Nations and relationships with the land• role of oral tradition for B.C. First Peoples• impact of historical exchanges of ideas, practices, and materials among local B.C. First Peoples and with non-indigenous peoples

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12
<https://curriculum.gov.bc.ca/curriculum/social-studies/12/bc-first-peoples>

Where Have All the Buffalo Gone

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ARTS EDUCATION (DRAMA) BIG IDEAS

Drama offers dynamic ways to explore and share identity and a sense of belonging.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Reason and reflect</p> <ul style="list-style-type: none">• Reflect on dramatic works and make connections with personal experiences• Reflect on aesthetic experiences and how they relate to a specific place, time, and context	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• dramatic elements, principles, vocabulary, and symbols• strategies and techniques to support creative processes• dramatic forms and conventions• skills specific to a dramatic genre and/or style• movement, sound, image, and form• influences of time and place on dramatic works• artists from a variety of genres and cultures• a range of local, national, and intercultural performers and movements• traditional and contemporary First Peoples worldviews, history, and stories communicated through dramatic works

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 11
<https://curriculum.gov.bc.ca/curriculum/arts-education/12/drama>

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ARTS EDUCATION (DRAMA: THEATRE COMPANY) BIG IDEAS

Artists use movement, sound, imagery, and language to provide unique **aesthetic experiences**.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Reason and reflect</p> <ul style="list-style-type: none">• Describe and respond to ways in which props, technologies, and environments are used in theatre productions, using discipline-specific language <p>Connect and expand</p> <ul style="list-style-type: none">• Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through theatre productions	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• dramatic elements, principles, techniques, vocabulary, and symbols• dramatic forms• strategies and techniques to support creative processes• dramatic conventions, performers, and movements• a variety of dramatic genres and/or styles• movement, sound, image, and form• innovative artists from a variety of genres, cultures, and periods• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through theatre productions

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 11
<https://curriculum.gov.bc.ca/curriculum/arts-education/12/theatre-company>

Where Have All the Buffalo Gone

Grade 12

ARTS EDUCATION (DRAMA: THEATRE PRODUCTION) BIG IDEAS

Traditions, perspectives, worldviews, and stories can be shared through theatre productions.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Connect and expand</p> <ul style="list-style-type: none">• Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through theatre production	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• production design, technical theatre, and theatre management• dramatic elements, technologies, vocabulary, skills, and symbols• elements of design, principles of design, and image development strategies• strategies and techniques that support creative processes• movement, sound, image, and form• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through theatre productions

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 11
<https://curriculum.gov.bc.ca/curriculum/arts-education/12/theatre-production>

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ARTS EDUCATION (MUSIC: INSTRUMENTAL MUSIC) BIG IDEAS

Music communicates traditions, perspectives, worldviews, and stories.

Instrumental music offers **aesthetic experiences** that can transform our perspective.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none">• Explore a variety of contexts and their influences on musical works, including place and time	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music• contributions of innovative artists from a variety of genres, contexts, periods, and cultures• global and intercultural musicians, movements, and genres• history of a variety of musical genres

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12
<https://curriculum.gov.bc.ca/curriculum/arts-education/12/instrumental-music>

Where Have All the Buffalo Gone

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ENGLISH FIRST PEOPLES - EFP BIG IDEAS

First Peoples texts and **stories** provide insight into key aspects of Canada's past, present, and future.

First Peoples voices and texts play a role within the process of **Reconciliation**.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Appreciate and understand how language constructs and reflects personal, social, and cultural identities• Demonstrate understanding of the role of story and oral traditions in expressing First Peoples perspectives, values, beliefs and points of view	<p><i>Students are expected to know the following:</i></p> <p>A wide variety of BC, Canadian, and global First Peoples texts</p> <p>A wide variety of text forms and genres</p> <p>Common themes in First Peoples literature</p> <p>Reconciliation in Canada</p> <p>First Peoples oral traditions</p> <ul style="list-style-type: none">• purposes of oral texts• the relationship between oral tradition and land/place <p>Text features and structures</p> <ul style="list-style-type: none">• narrative structures, including those found in First Peoples texts• form, function, and genre of texts <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>

Where Have All the Buffalo Gone

Grade 12

ENGLISH LANGUAGE ARTS - COMPOSITION BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Understand the diversity within and across First Peoples societies as represented in texts• Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages• Appreciate and understand how language constructs personal, social, and cultural identities	<p><i>Students are expected to know the following:</i></p> <p>Text forms and text genres</p> <p>Text features and structures</p> <ul style="list-style-type: none">• form, function, and genre of texts• narrative structures found in First Peoples texts <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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Where Have All the Buffalo Gone

Grade 12

ENGLISH LANGUAGE ARTS – CREATIVE WRITING BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Understand the diversity within and across First Peoples societies as represented in texts• Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages• Understand and appreciate how language constructs personal, social, and cultural identities	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Text features and structures</p> <ul style="list-style-type: none">• form, function, and genre of texts• narrative structures found in First Peoples texts <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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Where Have All the Buffalo Gone

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ENGLISH LANGUAGE ARTS – ENGLISH STUDIES BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Recognize the diversity within and across First Peoples societies as represented in texts• Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages• Appreciate and understand how language constructs personal, social, and cultural identities	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Reconciliation in Canada</p> <p>Text features and structures</p> <ul style="list-style-type: none">• form, function, and genre of texts• narrative structures found in First Peoples texts <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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Where Have All the Buffalo Gone

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ENGLISH LANGUAGE ARTS – LITERARY STUDIES BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Understand the diversity within and across First Peoples societies as represented in texts• Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages• Appreciate and understand how language constructs personal, social, and cultural identities	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Appropriation and reclamation of voice</p> <p>Text features and structures</p> <ul style="list-style-type: none">• form, function, and genre of texts• features and structures of First Peoples texts• narrative structures found in First Peoples texts <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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Where Have All the Buffalo Gone

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ENGLISH LANGUAGE ARTS – NEW MEDIA BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Understand the diversity within and across First Peoples societies as represented in texts• Recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages• Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Text features and structures, including multimedia</p> <ul style="list-style-type: none">• narrative structures found in First Peoples texts <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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Where Have All the Buffalo Gone

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ENGLISH LANGUAGE ARTS – SPOKEN LANGUAGE BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Understand the diversity within and across First Peoples societies as represented in texts• Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages• Appreciate and understand how language constructs personal, social, and cultural identities	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Creative spoken genres</p> <p>Text features and structures</p> <ul style="list-style-type: none">• Oral language features and structures• form, function, and genre of texts• features and structures of First Peoples texts• narrative structures found in First Peoples texts <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>