



## BC First Peoples 12

(Spring 2026)

Room 113

Period 2, 10:25 pm to 11:55 pm (Wednesday 10:00 pm to 11:25 am)

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Teacher: Mr. Burke

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### Land Acknowledgement:

We acknowledge that Pattison High School is located on the traditional, unseeded territory of the Coast Salish peoples, including the xwməθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), and səílwəta? (Tsleil-Waututh) Nations. We recognize their enduring connection to this land, and we express our gratitude for the opportunity to live, work, and learn here. We also commit to fostering respectful relationships with Indigenous communities, honoring their histories, cultures, and contributions.

### Course Description:

BC First Peoples 12 is a comprehensive, inquiry-based course designed to deepen students' understanding of the history, cultures, and contemporary experiences of Indigenous peoples in British Columbia. This course offers students the opportunity to explore the diverse Indigenous worldviews, knowledge systems, and histories of the First Nations, Métis, and Inuit peoples of the region. Through a combination of Indigenous storytelling, literature, art, and scholarly resources, students will engage with a wide range of topics including traditional governance, land rights, cultural practices, and the ongoing impact of colonization.

The overarching goals of the BC First Peoples 12 course are to:

1. Foster Understanding and Awareness: Develop an awareness and understanding of the rich cultural diversity, traditions, and histories of BC's Indigenous peoples, recognizing the complexity of their cultures.
2. Challenge Stereotypes and Misconceptions: Examine the impact of colonialism on Indigenous communities, including the residential school system, land dispossession, and the legacy of assimilation policies, while critically analyzing contemporary issues such as reconciliation, self-determination, and Indigenous rights.
3. Engage in Critical Thinking: Encourage students to think critically about historical and modern-day issues facing Indigenous peoples, and to evaluate different perspectives and sources of knowledge, including both Indigenous and non-Indigenous viewpoints.
4. Promote Respectful Dialogue: Provide opportunities for students to engage in respectful, informed discussions about Indigenous rights, cultural protocols, and the importance of Indigenous knowledge in shaping future societal decisions.
5. Support Reconciliation and Relationship-Building: Contribute to the process of reconciliation by fostering an understanding of the importance of meaningful relationships between Indigenous and non-Indigenous peoples, grounded in mutual respect, recognition of Indigenous rights, and a shared commitment to social justice.
6. Encourage Personal Reflection: Invite students to reflect on their roles in promoting positive change and decolonization, exploring how they can contribute to a more inclusive, just, and equitable society.

### Course Overview:

## Big Ideas

1. The identities, worldviews, and languages of B.C. First Peoples are renewed, sustained, and transformed through their connection to the land.
2. The impact of contact and colonialism continues to affect the political, social, and economic lives of B.C. First Peoples.
3. Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples.
4. Through self-governance, leadership, and self-determination, B.C. First Peoples challenge and resist Canada's ongoing colonialism.

## Course Outline

Unit	Topic
Introduction	Setting expectations for the course, discussing First Nations topics, self-reflection on identity.
1	Relationships to the Land: Exploring First Nations communities' use of land and history of the land.
2	The Historical Journey: Review important historical events and the effect they have had on First Nations.
3	The Legacy of Colonialism: Discuss the lasting effects of colonialism and its impact in today's context.
4	Cultural Expression: Discuss traditions, art, and other creative expressions of First Nations, discuss stereotypes and cultural appropriation.
Epilogue	Throwing the Baby Eagle Out of the Nest: Moving forward and how to apply the knowledge learned into future endeavors.

## Assessment Guidelines:

Assignments	30%
Assessments	50%
Final Assessment	20%

## Classroom Expectations:

*Our Norms:*

1. We respect our minds - participate and engage with the material, use respectful language, ask questions when you need to, allow everyone to contribute ideas, come to class ready to learn
2. We respect our space - practice classroom safety, treat all classroom materials carefully, clean up after yourself
3. We respect our time - be on time to class, make the most of your time in class by getting clarification when it is needed, only one person talks at a time

*Absences:*

If you are absent from class, please check the Class folder on Teams for any notes or handouts you missed. You must make up assignments in a timely manner in order to receive full credit.

*Plagiarism:*

Your work must be your own. Plagiarism from other students or internet sources without proper citations will **not** be tolerated and will result in a **zero** for that particular assignment.

**Course Materials:**

Students are required to have the following supplies for class:

- Laptop
- Pencil and paper