

## APPENDIX

### **DRAFT First Nations, Métis, and Inuit Foundational Knowledge, Terms and Concepts:**

**TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit. It is important to become familiar with the following terminology:**

- Indigenous peoples
- Aboriginal people of Canada
- Indian (status/registered, non-status, treaty, Bill C-31)
- Knowledge Keeper
- Elder
- Cultural Advisor
- Ceremonialist
- First Nations
- Métis
- Inuit

**TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.**

#### **Traditional Territories**

- First Nations within Alberta and their traditional territories/histories
- Métis within Alberta and traditional territories/histories
- Inuit within Canada and traditional territories/histories

#### **Historical and Contemporary Contributions**

- Traditional governance
- Consensus model of decision making
- Military contributions
- Technologies
- Political systems
- Contributions to European settlers’ survival

**TC3 Albertans develop an awareness and knowledge of treaties and treaty relationships to recognize their role in supporting and upholding treaties.**

#### **First Nations**

##### **a. Recognition of treaty territory**

-Acknowledgement of land, treaty flags, ancestral lands

**b. Treaties (Treaty 6, 7, and 8)**

-Spirit and intent; sacred nature; short term and long term impacts on land and people

**c. Agreements**

-Agreements with Métis

**TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.**

**First Nations**

- reserves
- pass system
- forced relocation
- Indian Act (and all amendments to the act over time that have since been repealed)
- Constitution Act

**Métis**

- Métis Nation of Alberta
- Métis Settlements
- Métis Scrip
- Forced relocation

**Inuit**

- Inuit Identification "Tag" System
- Project Surname
- Inuit Land Claims
- forced relocation

**TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.**

**Experiences and Worldviews**

- Indigenous Knowledge and Pedagogy
- Indigenous ways of knowing
- Traditional ways of life

**Nationhood**

**Western Eurocentric paradigm vs. Indigenous Collectivism (vs. Western Individualism)**

**Relationships**

- Laws of relationships
- Kinship
- Sustainability
- Holistic wellbeing

**TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.**

## Concepts of Assimilation

- colonization
- Eurocentrism
- decolonization
- Paternalism
- Cultural Genocide

## Residential Schools and their Legacy

- residential school experiences
- differences between residential schools
  - locations
  - religious denominations
- Social Implications
  - i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues
  - societal inequity (socio-economic gaps), racism, stereotyping

## Sixties Scoop

### **TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.**

- Protocols
- Reciprocity
- Oral Tradition
- Linguistic diversity and language revitalization
- Symbolism
- Ceremony
- Stewardship and sustainability
- Rematriation
- Connection to land
- Spirituality
- Roles and responsibilities of women, men and children