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**Mi’kmaq 10**

**Ms. Reid**

[**dreid@hrsb.ns.ca**](mailto:dreid@hrsb.ns.ca) **832 8964 EXT. 7551232**

**Website:** [**http://missdreid.weebly.com/**](http://missdreid.weebly.com/)

Pjila’si (Welcome) to Mi’kmaq 10

Mi’kmaq 10 is designed to prepare students who are interested learning about the Mi’kmaq nation from a modern and historical perspective. The course will provide an in depth study of the Mi’kmaq nation and place the nation within the wider context of the First Nations community. Students will emphasize their critical thinking skills by using analytical essays, verbal commentaries and artistic representations of the Mi’kmaq people and culture while at the same time assessing the value and limitations of primary and secondary sources. Research skills will also be taught throughout the course, as students will be expected to complete an independent research essay and a 30 minute seminar.

***Units of Study:***

**Introduction 20%**

I1 demonstrate an understanding of the importance of the land to the Mi’kmaw people and of the relationship the Mi’kmaw people have with the land

I2 demonstrate an understanding of the literal and symbolic teachings of the Medicine Wheel and the controversy that exists

I3 formulate a concept of what the term oral tradition means

**Spirituality and Culture 20%**

S1 demonstrate an understanding of the beliefs, customs, and values of traditional Mi’kmaw spirituality and an appreciation for the way in which Native people live their spirituality daily

S2 explain the significance of the creation stories within Mi’kmaw spirituality and recognize the connections between spiritual beliefs and a Mi’kmaw identity and sense of place

S3 demonstrate an understanding of the influences of Roman Catholicism on Native spirituality and recognize the unique blend of both traditions in some of the spiritual practices and belief systems of the Mi’kmaq

S4 explore the renewal of traditional spirituality within the Mi’kmaw community and the response of the institutional church to this renewal

C1 demonstrate an understanding of the concept of culture and will recognize the effect of their own cultural knowledge and experiences on their interpretations of other cultures

C2 demonstrate an understanding of the uniqueness of the Mi’kmaw language, its inherent world view, and the importance of language as an important part of the Mi’kmaw culture

C3 demonstrate an understanding of values, customs, and traditions within Mi’kmaw culture and an appreciation of the role oral tradition plays in the maintenance of cultural continuity and identity

C4 appreciate the importance of women and Elders in First Nations society and recognize their contributions to the maintenance of their culture

C5 demonstrate an appreciation for traditional and contemporary expressions of First Nations art, crafts, music, and literature

**Governance 10%**

G1 investigate and assess various traditional and emerging theories regarding the peopling of North America

G2 establish an understanding of the early territories of the Aboriginal peoples of North America

G3 demonstrate an understanding of the complexities of pre-contact civilization in North America

G4 demonstrate an understanding of the inherent rights that accrue to the Mi’kmaq and other First Nations as the first occupants of the land

G5 compare and contrast the pre-contact and post-contact First Nations governing structures

G6 demonstrate an understanding of the current issues surrounding self-determination of First Nations people in Canada

**Justice 10%**

J1 demonstrate an understanding of the ideas of justice, social justice, and injustice, applying these understandings to the current issues surrounding First Nations communities today

J2 demonstrate an understanding of the adverse affect discriminatory policy and legislation have had on First Nations in Canada

J3 identify key opposing viewpoints in the struggle for First Nations control over resource management issues and appreciate the current social and economic crises facing Canada today because of these issues

J4 compare and contrast the inequities facing First Nations people served by the Canadian justice system and the philosophic contributions of First Nations to this justice system (e.g., restorative justice, sentencing circles)

J5 express an understanding of the social injustices suffered by the First Nations women and Aboriginal veterans in Canada

**Education 20%**

E1 articulate and defend their views on formal and informal education and express ideas on how schools could better serve their students and communities

E2 identify the traditional education practices within the Mi’kmaw culture and demonstrate an understanding of the First Nations beliefs and values that underlie their holistic approach to education

E3 articulate an understanding of the efforts of First Nations communities to regain control of their own education based on an appreciation of the difficulties many First Nations face in Canada’s school systems

E4 express an understanding of the changing policies, agencies, and curriculum now in place to make sure that First Nations students receive an education that is respectful of their culture

**Independent Research 20%**

IS1 engage in specific research using the historical methods and communicate the findings of their research effectively

**Assessment**Mi’kmaq 10 requires commitment and responsibility to achieve the outcomes. Unit assessments will consist of multiple opportunities for you to demonstrate your understanding of the outcomes including: document analysis, quizzes, tests, essays, guided responses, seminar and a research paper. Throughout the semester, if you feel you have not successfully demonstrated an understanding of particular outcomes and would like another opportunity, it is your responsibility to see Mr. Hall in a timely manner in order to discuss this option.

**Final Mark:**

Term Mark 80%

Final Exam 20%

Total 100%

**Required Supplies:**

* 3 ring binder and loose-leaf
* Pens and pencils
* Coloured pencils and markers for use at home
* Login and Password for school computer
* Login and Password for school email account

**Expectations and Classroom Responsibilities**

1. Cell phones/Smart Phones—at the discretion of the teacher, these devices may be used in the classroom. There will be consequences for the misuse of electronic devices.

2. Attendance is crucial at CPA. If you are absent, it is your responsibility to get any notes and handouts you may have missed. If an assignment/homework is due on the day you were away or a test was written, it will be due/written the first day you return - no exceptions. Unexcused absences will guarantee contact with home.

3. Due dates are to be respected. If your work is late you will be assigned to the Assignment Recovery Room (ARR) to complete it. If it is still not completed after an agreed upon time to do so, the assignment will be given a mark of zero.

4. Please arrive to class on time. You are expected to be in the classroom when the bell rings. If you are intested in exempting an exam, remember that 5 lates is equivilant to an unexcused absence.

5. Always be respectful. The classroom is your place of learning. We all deserve respect from each other. When someone is speaking everyone else is listening.

6. Plagiarism is unacceptable. If you are deliberately taking someone else’s material as your own work, a mark of zero will be given and you will be required to redo the assignment.

7. Food and drinks, except water, are not permitted in the classroom. Remember to help keep the classroom and desktops clean.

8. Never hesitate to ask for help. See Mr. Hall to set up a time for extra help.

9. Be willing to work hard and delve into the fascinating world of the Mi’kmaq people!