

## Native Studies 30 – Distance Education

### GENERAL INFORMATION

- i. Native Studies 30 – 2017/2018
- ii. Instructor – Rene Cannon
- iii. Contact Information
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### COURSE DESCRIPTION

- i. Native Studies 30 provides information to help students develop awareness and cultural understanding, and promote the development of positive attitudes towards Indigenous peoples. (\*Saskatchewan Curriculum) The following are the five units of study: Aboriginal and Treaty Rights, Governance, Land Claims and Treaty Land Entitlements, Economic Development, and Social Development.
- ii. Prerequisite – History 10 or Native Studies 10

### STUDENT LEARNING OUTCOMES

Learning Outcomes/Areas of Study from the Native Studies 30 Curriculum include:

#### **UNIT ONE: ABORIGINAL AND TREATY RIGHTS**

- a. Aboriginal beliefs and worldviews
- b. Treaty Rights and Aboriginal Rights
  - This unit looks at Aboriginal rights and Treaty rights. A clear distinction is made between the two. Aboriginal rights stem from the Traditional beliefs and practices, which have developed over thousands of years. Treaty rights stem from negotiations entered into by Aboriginal peoples and the Canadian government on behalf of the Crown. The unit deals with the treaty process, which is ongoing, and its implications on First Nations people and the Canadian public.

#### **UNIT TWO: GOVERNANCE**

- a. Political structures
- b. Aboriginal self-government
  - This unit briefly looks at traditional Aboriginal governments and the role of elders in the decision making process. In Canada there are four different levels of governments. In 1876, the Indian Act was established, which did away with any type of traditional governance and tried to assimilate First Nations people, economically and politically. The unit also looks at Metis governance, the struggle for Self-Government and Self-Determination for all Aboriginal peoples.

#### **UNIT THREE: LAND CLAIMS AND TREATY LAND CLAIMS**

- a. Land claims processes and cases
  - In Canada, two types of aboriginal land claims are recognized: comprehensive claims (where there were no treaties) and specific claims (where there were treaties). The procedures for resolving outstanding comprehensive and specific claims will be covered in this unit.

#### **UNIT FOUR: ECONOMIC DEVELOPMENT**

- a. Development of natural resources
- b. Economic development
  - This unit looks at the use of land and natural resources as a way of leading to self-government and economic independence. Connections between Aboriginal and Treaty Rights are made to give the student an understanding of Canadian issues. This unit will also look at successful Aboriginal business endeavors across Canada.

## **UNIT FIVE: SOCIAL DEVELOPMENT**

- a. Justice, Health, Education and Child Welfare
  - This unit deals with the social development of Aboriginal peoples in Canada today. The topics of justice, education, child welfare and health issues are looked at in terms of their impact on Aboriginal people today

## **TEACHING STRATEGIES**

- i. Native Studies 30 will be a digital, project-based course delivered through Moodle. While you will be able to work on this course at whatever time suits you, there will be a suggested set of deadlines in order to help you succeed in completing the course within the given semester. Projects may include, but will not be limited to:
  - a. Journals
  - b. Discussion Forums
  - c. On-line Presentations
  - d. Research Projects
- ii. Sample deadlines
  - a. Semester One
    - September 5 - September 22: Unit One – Aboriginal and Treaty Rights
    - September 25 – October 27: Unit Two - Governance
    - October 30 - November 17: Unit Three – Land Claims and Treaty Land Entitlements
    - November 20 - December 1: Unit Four – Economic Development
    - December 4 - January 5: Unit Five – Social Development
    - January 8 - January 19: Final Project
  - b. Semester Two
    - February 1 - February 16: Unit One – Aboriginal and Treaty Rights
    - February 19 - March 23: Unit Two - Governance
    - March 26 - April 20: Unit Three – Land Claims and Treaty Land Entitlements
    - April 23 - May 18: Unit Four – Economic Development
    - May 22 - June 1: - Unit Five – Social Development
    - June 4 - 15: Final Project

There will not be a final exam in this course. Your final project will serve as your final assessment.

- iii. The goals of the Native Studies 30 curriculum are to:
  - a. Appreciate the influence of Aboriginal peoples on the development of Canada
  - b. Understand contemporary issues and their historical basis
  - c. Understand the continuing influence of Indian and Metis philosophy on the relationships between humans and their environment
  - d. Increase knowledge and understanding of Indigenous peoples
  - e. Acquire and apply the skills of critical thinking
  - f. Develop an understanding of their own cultural group and a sensitivity to other cultural groups
  - g. Function effectively within their own and other cultural groups
  - h. Develop a positive self-identity

## **COURSE MATERIALS**

- i. Any readings will be provided by the instructor through Moodle (either in print or audio version)
- ii. Any projects requiring multimedia presentations or tools can be created using whatever software/equipment is available at your home or school. The instructor and students will work together to ensure that all assignments can be completed using what is available.

## **EVALUATION:**

Learning outcomes for Native Studies 30 are divided within the main units/modules and will be assessed in the following way throughout the course:

### **Major Module Assignments and Projects – 40%**

- In the different units, there will be assignments or projects that will take more time and research to complete; these will be posted as major assignments. A specific marking rubric or breakdown will be provided on each assignment page. Assignments in this category will come at the end of a module as summative evaluation. These assignments will ask you to demonstrate your understanding of several skills and ideas.

### **Portfolio of Classwork – 30%**

- Many of the lessons will have assignments to check for understanding of key concepts and ideas. These assignments will be smaller and take less time than the Unit Projects. Assignments in this category will come throughout a module and will be used to check for understanding for formative assessment purposes.

### **Student Responses – 10%**

- Periodically, I will post links, articles, questions for you to discuss with other members of the class. Alternatively, you may be asked to select an article and pose a question for your classmates to answer. These activities will be assessed out of ten, based on your responses to the prompts provided.

### **Final Project – 20%**

- The final project will be an agreement between the teacher and the student. Students may choose whichever medium(s) they would like and will be provided with an assessment pertinent to that medium prior to beginning the final project.

On the final page of this syllabus, you may view a sample rubric that will be used for assessment.

## Holistic Scoring Guide

**Insightful:** Assignment/response is insightful and sophisticated and demonstrates confident control of language. Assignment expectations are exceeded on one or more levels. The assignment/response astutely conveys the message and achieves the purpose for the intended audience. The assignment/response is well-crafted, fully developed, well organized, can coherent. Sentences are varied and polished. The few errors are likely the result of risk-taking.

**Thoughtful:** Assignment/response is thoughtful and clear and demonstrates effective control of language. The assignment/response clearly conveys the message and achieves the purpose for the intended audience. The assignment/response is fully developed, logical, organized, and coherent. Sentences are varied and correct. The few errors do not impede communication.

**Straightforward:** Assignment/response is straightforward and predictable and demonstrates adequate control of language. The assignment/response clearly and predictably conveys the message to achieve the purpose and demonstrates some awareness of the intended audience. The assignment/response is adequately developed with sufficient, but formulaic organization. Common sentence constructions are correct but show little variety. Minor errors, though noticeable, do not impede understanding.

**Adequate:** Assignment/response is adequate and demonstrates rudimentary control of language. The assignment/response conveys a recognizable message in a simple way and neither consistently achieves purpose nor consistently demonstrates awareness of the intended audience. The assignment/response is understandable but would benefit from more development. Common and simple constructions are generally correct but show little variety. Some errors impede understanding.

**Limited:** Assignment/response is limited and demonstrates uneven control of language. The assignment/response conveys a limited, over-generalized message that addresses only a portion of the prompt and does not achieve the purpose. The assignment/response demonstrates limited awareness of the intended audience. The assignment/response demonstrates less than adequate planning. Common and simple sentence constructions demonstrate some control, but attempts at variety result in awkwardness and obscured meaning. Frequent errors impede understanding.

**Unclear:** Assignment/response is unclear and unfocused and demonstrates little to no control of language. The assignment/response is unfocused and unclear. The assignment/response demonstrates no awareness of the intended audience. The assignment/response does not show evidence of planning, and it is difficult to determine main ideas. Sentences are incomplete, run-on, and/or simple in structure. Many errors obstruct and prevent understanding.

**Not scorable:** Assignment/response is too short to warrant a mark.