

Huble Homestead

HISTORIC SITE

History and Culture of the Dakelh K-3

Curriculum Objectives

Big Ideas	Curricular Competencies	Curriculum Content
Kindergarten:		
<ul style="list-style-type: none"> ◆ Stories and traditions about ourselves and our families reflect who we are and where we are from. ◆ Our communities are diverse and made of individuals who have a lot in common. 	<ul style="list-style-type: none"> ◆ Explain the significance of personal or local events, objects, people, or places ◆ Ask questions, make inferences, and draw conclusions about the content and features of different types of sources ◆ Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same ◆ Acknowledge different perspectives on people, places, issues, or events in their lives. 	<ul style="list-style-type: none"> ◆ personal and family history and traditions ◆ needs and wants of individuals and families ◆ people, places, and events in the local community, and in local First Peoples communities ◆ ways in which individuals and families differ and are the same
Grade 1:		
<ul style="list-style-type: none"> ◆ We shape the local environment, and the local environment shapes who we are and how we live. 	<ul style="list-style-type: none"> ◆ Explain the significance of personal or local events, objects, people, or places ◆ Ask questions, make inferences, and draw conclusions about the content and features of different types of sources ◆ Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same ◆ Explore different perspectives on people, places, issues, or events in their lives 	<ul style="list-style-type: none"> ◆ relationships between a community and its environment ◆ key events and developments in the local community ◆ diverse cultures, backgrounds, and perspectives within the local and other communities
Grade 2:		
<ul style="list-style-type: none"> ◆ Canada is made up of many diverse regions and communities. 	<ul style="list-style-type: none"> ◆ Explain the significance of personal or local events, objects, people, or places ◆ Ask questions, make inferences, and draw conclusions about the content and features of different types of sources ◆ Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same ◆ Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events 	<ul style="list-style-type: none"> ◆ how people's needs and wants are met in communities ◆ relationships between people and the environment in different communities ◆ diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture
Grade 3:		
<ul style="list-style-type: none"> ◆ People from diverse cultures and societies share some common experiences and aspects of life. ◆ Indigenous knowledge is passed down through oral history, traditions, and collective memory. ◆ Indigenous societies value the well-being of the self, the land, spirits, and ancestors. 	<ul style="list-style-type: none"> ◆ Explain the significance of personal or local events, objects, people, or places ◆ Ask questions, make inferences, and draw conclusions about the content and features of different types of sources ◆ Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same ◆ Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events 	<ul style="list-style-type: none"> ◆ cultural characteristics and ways of life of local First Peoples ◆ aspects of life shared by and common to peoples and cultures ◆ how people's needs and wants are met in communities ◆ relationships between people and the environment in different communities ◆ oral history, traditional stories, and artifacts as evidence about past First Peoples cultures ◆ relationship between humans and their environment