

SIMON FRASER UNIVERSITY

EDUCATION 389-3 (D1.00)

**SPECIAL TOPIC: IMPLEMENTING FIRST NATIONS
CURRICULA IN THE CLASSROOM
(Cat. #71110)**

Summer Intersession 1994
(May 2 - June 10)
Prince Rupert

Instructors: M. Martin &
V. Hutchinson

PREREQUISITE: 60 hours of credit (Dance experience welcome but not necessary)

DESCRIPTION

This course will include:

- a) The study and formulation of rationale for implementing First Nations curricula;
- b) The study of a conceptual framework used to develop and assess authentic First Nations curricula and materials;
- c) The identification and study of strategies appropriate to the implementation of First Nations curricula;
- d) The development of teaching modules for the implementation of First Nations curricula.

OBJECTIVES

Success in First Nations curriculum implementation entails viewing the process in a wide socio-political context rather than a restrictive one merely containing strategies to be practised.

In this course, students will:

- Explore through readings and discussion various historical and contemporary perspectives on First Nations curriculum development;
- Articulate through writing and discussion a conceptual framework for First Nations curriculum development and implementation;
- Develop criteria for assessing material for First Nations studies;
- Identify teaching strategies that coincide with their understanding of First Nations curricula implementation;
- Develop teaching modules that reflect an understanding of the socio-political and technical aspects of First Nations curriculum implementation.

ASSIGNMENTS

- a) A short essay (5-7 pages) presenting a rationale for First Nations studies which is based on an understanding of the historical, socio-political and practical realities involved.
- b) A critical assessment of selected books/materials identified for use in First Nations studies.

- c) Preparation of three lessons emanating from First Nations curricula and in which there is a strategy or strategies specifically identified by the teacher as appropriate to the content and cultural context.
- d) Classroom teaching of the three lessons. One of the lessons is to be video-taped.
- e) An oral presentation on the lessons taught, which will include excerpts from the video, a critical evaluation of the experience, and feedback from other teachers.
- f) A written critical evaluation of the three lessons which will include reflection on the feedback received during the oral presentation.

EXPECTATIONS

- a) Students will attend all classes.
- b) Students will do all readings within the timeframe requested.
- c) Students will participate actively in discussions.

ASSESSMENT AND GRADING PROCEDURE

- a) Short essay 20%
- b) Book/materials assessment 10%
- c) Preparation of three lessons 20%
- d) Written critical evaluation 20%
- e) Oral presentation 30% (self-evaluated with held of written group evaluations)

TEXTS

- Barman, J., Herbert, Y. & McCaskill, D. (eds.). (1987). Indian Education in Canada. Vol.I: The Legacy. Vancouver: UBC Press.
- Barman, J., Herbert, Y. & McCaskill, D. (eds.). (1987). Indian Education in Canada. Vol.II: The Challenge. Vancouver: UBC Press.
- Slapin, B. & Seale, D. (eds.). (1992). Through Indian Eyes: The Native Experience in Books for Children. Gabriola Island: New Society Publishers.