Mi’kmaq Studies 11 is intended to be a historical and cultural inquiry of the Mi’kmaq peoples. This is a course that allows students to explore, in-depth, the past and present history of the Mi’kmaq. The course will consist of the following major units and outcomes. We will be investigating these units in various manners throughout the course.

**COURSE INTRODUCTION**

- Become familiar with importance of land and nature to the Mi’kmaq people.
- Understand the importance of literal and symbolic teachings of the Mi’kmaq with such things as the Medicine Wheel.
- Formulate a concept of what the term oral tradition means.

**UNIT 1: Governance**

- Investigate and assess various traditional and emerging theories regarding the peopling of North America.
- Establish an understanding of the early territories of the Aboriginal peoples of North America.
- Demonstrate an understanding of the complexities of per-contact civilization in North America.
- Demonstrate an understanding of the inherent rights of the Mi’kmaq and other First Nations.
- Compare and contrast the pre and post contact living conditions and governing structures.
- Demonstrate an understanding of the current issues surrounding First Nations people in Canada.

**UNIT 2: Culture**

- Demonstrate an understanding of the concept of culture and your own personal interpretations and knowledge of other cultures.
- Understand the importance and uniqueness of the Mi’kmaq language.
- Demonstrate an understanding of the values, customs, and traditions within the Mi’kmaq culture.
- Understand the importance of women and elders in First Nations society and recognize their contributions to the maintenance of their culture.
- Examine the traditional and contemporary expressions of First Nations crafts, art, music, and literature.
UNIT 3: Justice
- Develop an understanding of the ideas of justice, social justice, and injustice in Mi’kmaq culture.
- Investigate past discriminatory and unjust legislation had on First Nations in Canada.
- Compare and contrast the inequalities faced by First Nations people served by the Canadian justice system.
- Examine the role of First Nations justice methods (restorative justice, sentencing circles, etc..) have on today’s justice system.

UNIT 4: Education
- Articulate and defend their views on education, both formal and informal, and express ideas on how schools may more effectively meet the needs of students and society.
- Identify traditional educational practices within Mi’kmaq culture and demonstrate an understanding of the First Nations beliefs and values that underlie their holistic approach to education.
- Demonstrate an understanding of the impact of Eurocentric schooling on the lives and culture of the Mi’kmaq and describe and demonstrate an appreciation for First Nations’ efforts to regain jurisdiction over education.
- Describe and evaluate recent changes in the governance, organization, and program offerings of schools serving First Nations students.

UNIT 5: Spirituality
- Demonstrate an understanding of the beliefs, customs, and values of traditional Mi’kmaq spirituality.
- Explain the significance of the creation stories within Mi’kmaq spirituality.
- Demonstrate an understanding of the influence of the Roman Catholicism on Native spirituality and recognize the unique blend of both traditions in the belief systems of today’s Mi’kmaq.
- Explore the renewal of traditional spirituality within the Mi’kmaq community and the response of the institutional church to this renewal.

UNIT 6: Independent Study
- Students will be expected to engage in specific research using the historical methods and communicate the findings of their research effectively.

Class Rules
1. You are expected to arrive on time with your materials and be ready to work.
2. No food or drink allowed within the classroom (except water).
3. You must ask permission to leave the class at anytime.
4. Students are expected to respect their fellow classmates.
5. Students are expected to remain on task during class time.
6. No cell phones are permitted in the classroom. If I see them I will take them.

7. Students must listen to the teacher and classmates while they are speaking.

IF THE CLASSROOM RULES ARE NOT FOLLOWED, THE FIVE POINT PLAN WILL BE USED.

FIVE POINT PLAN

Step #1: Friendly reminder of the rules.

Step #2: Teacher/Student Conference

Step #3: One Noon Hour Detention

Step #4: Contact with Parents/Guardian

Step #5: Office Referral

This course will consist of reading, answering questions, frequent quizzes, tests, projects, essays, and assignments. We will be moving at a fairly fast pace so attendance is a key component to success in this course. Informal assessment will also be used. This will include teacher/student discussions, teacher observations, group work, and exit passes.

Due dates for assignments will be posted on all assignments and in the classroom, room 313. If work is not passed in on the due date, the student must speak to the teacher immediately. If this is not done, the assignment will automatically be given a zero. You are expected to write any missed tests or quizzes the next school day back.

Parents are encouraged to track their student progress in this course by accessing the Parent Portal section on the Powerschool website: https://sisssrsb.ednet.ns.ca/public/

Assignments and Evaluation

| Assignments/Homework | 40% |
| Projects             | 30% |
| Tests/Quizzes        | 30% |
| **TOTAL**            | **100%** |

Mark Weights

| Semester Work        | 70% |
| Final January Exam   | 30% |
| **TOTAL**            | **100%** |

Please feel free to come see me if you need any extra help or have any concerns. I hope you have a great school year.

Mr. Michael Wilson
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