Learning to Know:

**How does knowing relate to understanding?**

**Goal**
Educators plan and deliver appropriate and engaging curriculum based on their understanding of historical events and current contextual realities which have impacted First Nations, Inuit, and Métis people and its effect on student learning.

**Inquiry Question**
- How does knowing about historical events and current contextual realities relate to how you understand your students and communities differently?

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Attributes, Skills, and Understandings</th>
</tr>
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<tbody>
<tr>
<td>• identify key events</td>
<td>Educators accurately provide interpretations that illustrate insight to historical events.</td>
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<tr>
<td>• draw and support conclusions</td>
<td>Educators thoroughly analyze historical events, examine relevant evidence, draw insightful conclusions and make perceptive assessments.</td>
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<tr>
<td>• explain historical context</td>
<td>Educators analyze the issue with a clear sense of scope and context, fully considering pertinent political, economic, and social factors.</td>
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**Indicators of Success**

<table>
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<th>4 - usually</th>
<th>3 - often</th>
<th>2 - sometimes</th>
<th>1 - rarely</th>
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As a community member, I contribute to creating a relational space where learners are empowered to achieve success by...

- accurately providing interpretations that illustrate insight to historical events and current contextual realities
- analyzing historical events and current contextual realities, examining relevant evidence, drawing insightful conclusions and make perceptive assessments
- analyzing the issue with a clear sense of scope and context, fully considering pertinent political, economic, and social factors
Learning to Know:

How does knowing relate to understanding?

Success
Educators will be able to independently use their learning to evaluate historical events and plan and deliver curricular programming to demonstrate an understanding of the connections between past events and present effects on First Nations, Métis, and Inuit student learning.

Foundational Documents and Resources

www.fnmiprofessionallearning.ca/learning-to-know/
Our Way is a Valid Way Document
ARPDC Our Way is a Valid Way Moodle Site
ARPDC Empowering The Spirit Site
Walking Together Digital Resource
CBC’s 8th Fire
Our Words Our Ways
Education is Our Buffalo
Western and Northern Canadian Protocol for Collaboration in Education
Aboriginal Perspectives in the Curriculum, Dr. Dwayne Donald
Office of the Treaty Commissioner
Report of the Royal Commission on Aboriginal Peoples INAC
Truth and Reconciliation Commission of Canada

Sample Strategic Pathways

• attending professional learning opportunities which introduce resources such as the ARPDC Moodle, Our Way is a Valid Way Professional Educator Resource (WNCP), Walking Together Digital Resource
• seeking new resources from regional educational institutions, museums, cultural centres, and the Truth and Reconciliation Commission of Canada
• reviewing resources in consultation with First Nations, Métis, and Inuit community
• sharing and disseminating information to professional learning communities regionally and provincially
• sharing insights on present day educational issues in relation to First Nations, Métis, and Inuit historical events
• addressing the spiritual, physical, emotional, and mental impacts of events on First Nations, Métis, and Inuit students today