

# How do the First Peoples Principles of Learning connect/align with the Content and Curricular Competencies in **KINDERGARTEN**?

What could this look like in your classroom?

Which other Content and Curricular Competencies align with the First Peoples Principles of Learning?

\*Note: These examples are just a starting point for teachers to start thinking about other curricular competencies and content and how they align with the First Peoples Principles of Learning. Each principle has an explicit and implicit example from each grade level curriculum.

First Peoples Principles of Learning	Core Competencies	Content and Curricular Competencies Examples from various subject areas
Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.		<ul style="list-style-type: none"> <li>Personal and family history and traditions (<b>Social Studies</b>)</li> <li>Roles and responsibilities at home, at school, and in the local community (<b>Career Education</b>)</li> </ul>
Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).	 	<ul style="list-style-type: none"> <li>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts (<b>Mathematics</b>)</li> <li>Reflect on creative processes and make connections to other experiences (<b>Arts Education</b>)</li> </ul>
Learning involves recognizing the consequences of one's actions.		<ul style="list-style-type: none"> <li>Cultural and social awareness, achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions (<b>Career Education</b>)</li> <li>Use trial and error to make changes, solve problems, or incorporate new ideas from self or others (<b>ADST</b>)</li> </ul>
Learning involves generational roles and responsibilities.		<ul style="list-style-type: none"> <li>First Peoples' uses of plants and animals (<b>Science</b>)</li> <li>Recognize the basic skills required in a variety of jobs in the community (<b>Career Education</b>)</li> </ul>
Learning recognizes the role of Indigenous knowledge.		<ul style="list-style-type: none"> <li>First Peoples knowledge of seasonal changes (<b>Science</b>)</li> <li>Exchange ideas and perspectives to build shared understanding (<b>English Language Arts</b>)</li> </ul>
Learning is embedded in memory, history, and story.	  	<ul style="list-style-type: none"> <li>Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures (<b>Mathematics</b>)</li> <li>Create stories and other texts to deepen awareness of self, family, and community (<b>English Language Arts</b>)</li> </ul>
Learning involves patience and time.		<ul style="list-style-type: none"> <li>Explore oral storytelling processes (<b>English Language Arts</b>)</li> </ul>
Learning requires exploration of one's identity.	 	<ul style="list-style-type: none"> <li>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community (<b>English Language Arts</b>)</li> </ul>
Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.		<ul style="list-style-type: none"> <li>People, places, and events in the local community, and in local First Peoples communities (<b>Social Studies</b>)</li> <li>Develop and demonstrate respectful behaviour when participating in activities with others (<b>Physical and Health Education</b>)</li> </ul>

## How do the First Peoples Principles of Learning connect/align with the Content and Curricular Competencies in **GRADE ONE**?

What could this look like in your classroom?

Which other Content and Curricular Competencies align with the First Peoples Principles of Learning?

\*Note: These examples are just a starting point for teachers to start thinking about other curricular competencies and content and how they align with the First Peoples Principles of Learning. Each principle has an explicit and implicit example from each grade level curriculum.

First Peoples Principles of Learning	Core Competencies	Connections to Curricular Competencies Examples from various subject areas
Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.		<ul style="list-style-type: none"> <li>We shape the local environment, and the local environment shapes who we are and how we live (<b>Social Studies</b>)</li> <li>Recognize the importance of learning in their lives and future careers (<b>Career Education</b>)</li> </ul>
Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).	 	<ul style="list-style-type: none"> <li>Show awareness of how story in First Peoples cultures connects people to family and community (<b>English Language Arts</b>)</li> <li>Connect mathematical concepts to each other and to other areas and personal interests (<b>Mathematics</b>)</li> </ul>
Learning involves recognizing the consequences of one's actions.		<ul style="list-style-type: none"> <li>Cultural and social awareness, achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions (<b>Career Education</b>)</li> <li>Reflect on their ability to work effectively both as individuals and collaboratively in a group (<b>ADST</b>)</li> </ul>
Learning involves generational roles and responsibilities.		<ul style="list-style-type: none"> <li>Key events and developments in the local community, and in local First Peoples communities (<b>Social Studies</b>)</li> <li>Demonstrate curiosity and a sense of wonder about the world (<b>Science</b>)</li> </ul>
Learning recognizes the role of Indigenous knowledge.		<ul style="list-style-type: none"> <li>traditional and contemporary Aboriginal arts and arts-making processes (<b>Arts Education</b>)</li> <li>practices that promote health and well-being (<b>Physical and Health Education</b>)</li> </ul>
Learning is embedded in memory, history, and story.	  	<ul style="list-style-type: none"> <li>Aboriginal knowledge of the sky and landscape (<b>Science</b>)</li> <li>Recognize the structure and elements of story (<b>English Language Arts</b>)</li> </ul>
Learning involves patience and time. Learning requires exploration of one's identity.	 	<ul style="list-style-type: none"> <li>Explore oral storytelling processes (<b>English Language Arts</b>)</li> <li>Explore artistic expressions of themselves and community through creative processes (<b>Arts Education</b>)</li> </ul>
Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.		<ul style="list-style-type: none"> <li>Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures (<b>Mathematics</b>)</li> <li>Identify caring behaviours among classmates and within families (<b>Physical and Health Education</b>)</li> </ul>

## How do the First Peoples Principles of Learning connect/align with the Content and Curricular Competencies in **GRADE TWO**?

What could this look like in your classroom?

Which other Content and Curricular Competencies align with the First Peoples Principles of Learning?

\*Note: These examples are just a starting point for teachers to start thinking about other curricular competencies and content and how they align with the First Peoples Principles of Learning. Each principle has an explicit and implicit example from each grade level curriculum.

First Peoples Principles of Learning	Core Competencies	Connections to Curricular Competencies Examples from various subject areas
Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.		<ul style="list-style-type: none"> <li>Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events (perspective) <b>(Social Studies)</b></li> <li>Recognize the importance of learning in their lives and future careers <b>(Careers Education)</b></li> </ul>
Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).	 	<ul style="list-style-type: none"> <li>Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures <b>(Mathematics)</b></li> <li>Generate ideas from their experiences and interests <b>(ADST)</b></li> </ul>
Learning involves recognizing the consequences of one's actions.		<ul style="list-style-type: none"> <li>Consider some environmental consequences of their actions <b>(Science)</b></li> <li>Demonstrate effective work habits and organizational skills appropriate to their level of development <b>(Careers Education)</b></li> </ul>
Learning involves generational roles and responsibilities.		<ul style="list-style-type: none"> <li>Draw upon local First Peoples knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts <b>(Mathematics)</b></li> <li>Roles and responsibilities of regional governments <b>(Social Studies)</b></li> </ul>
Learning recognizes the role of Indigenous knowledge.		<ul style="list-style-type: none"> <li>Local First People's knowledge of water: water cycles, conservation and connection to other systems <b>(Science)</b></li> <li>Use sources of information and prior knowledge to make meaning <b>(English Language Arts)</b></li> </ul>
Learning is embedded in memory, history, and story.	  	<ul style="list-style-type: none"> <li>Show awareness of how story in First Peoples cultures connects people to family and community <b>(English Language Arts)</b></li> <li>Demonstrate awareness of the role that story plays in personal, family, and community identity <b>(English Language Arts)</b></li> </ul>
Learning involves patience and time. Learning requires exploration of one's identity.	 	<ul style="list-style-type: none"> <li>Cultural and social awareness, achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions <b>(Careers Education)</b></li> <li>Identify personal skills, interests, and preferences and describe how they influence self-identity <b>(Physical and Health Education)</b></li> </ul>
Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.		<ul style="list-style-type: none"> <li>diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture <b>(Social Studies)</b></li> <li>Express feelings, ideas, stories, observations, and experiences through creative works <b>(Arts Education)</b></li> </ul>

## How do the First Peoples Principles of Learning connect/align with the Content and Curricular Competencies in **GRADE THREE**?

What could this look like in your classroom?

Which other Content and Curricular Competencies align with the First Peoples Principles of Learning?

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First Peoples Principles of Learning	Core Competencies	Connections to Curricular Competencies Examples from various subject areas
Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.		<ul style="list-style-type: none"> <li>Explain why people, events, or places are significant to various individuals and groups. Why are stories important to indigenous people? Why do Elders play an important part in the lives of First Peoples? (<b>Social Studies</b>)</li> <li>Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment (<b>ADST</b>)</li> </ul>
Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).	 	<ul style="list-style-type: none"> <li>Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts (<b>Mathematics</b>)</li> <li>Recognize the importance of positive relationships in their lives (<b>Careers Education</b>)</li> </ul>
Learning involves recognizing the consequences of one's actions.		<ul style="list-style-type: none"> <li>interconnections of cultural and technological innovations of global and local indigenous peoples (<b>Social Studies</b>)</li> <li>Develop and use multiple strategies to engage in problem solving (<b>Mathematics</b>)</li> </ul>
Learning involves generational roles and responsibilities.		<ul style="list-style-type: none"> <li>Identify First Peoples perspectives and knowledge as sources of information (<b>Science</b>)</li> <li>Identify and appreciate the roles and responsibilities of people in their schools, families, and communities (<b>Career Education</b>)</li> </ul>
Learning recognizes the role of Indigenous knowledge.		<ul style="list-style-type: none"> <li>Local First Peoples knowledge of local landforms and ecosystems (<b>Science</b>)</li> <li>Use sources of information and prior knowledge to make meaning (<b>English Language Arts</b>)</li> </ul>
Learning is embedded in memory, history, and story.	  	<ul style="list-style-type: none"> <li>Develop awareness of how story in First Peoples cultures connects people to land (<b>English Language Arts</b>)</li> <li>Create stories and other texts to deepen awareness of self, family, and community (<b>English Language Arts</b>)</li> </ul>
Learning involves patience and time. Learning requires exploration of one's identity.	 	<ul style="list-style-type: none"> <li>Cultural and social awareness, achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions (<b>Careers Education</b>)</li> <li>Explore identity, place, culture, and belonging through arts experiences (<b>Arts Education</b>)</li> </ul>
Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.		<ul style="list-style-type: none"> <li>Explore and appreciate aspects of First Peoples oral traditions (<b>English Language Arts</b>)</li> <li>Strategies and skills to use in potentially hazardous, unsafe, or abusive situations (<b>Physical and Health Education</b>)</li> </ul>

# How do the First Peoples Principles of Learning connect/align with the Content and Curricular Competencies in **GRADE FOUR**?

What could this look like in your classroom?

Which other Content and Curricular Competencies align with the First Peoples Principles of Learning?

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First Peoples Principles of Learning	Core Competencies	Connections to Curricular Competencies Examples from various subject areas
Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.		<ul style="list-style-type: none"> <li>Identify how story in First Peoples' cultures connects people to the land (<b>English Language Arts</b>)</li> <li>Recognize the role of language in personal, social, and cultural identity (<b>English Language Arts</b>)</li> </ul>
Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).	 	<ul style="list-style-type: none"> <li>The history of the local community and of local First Peoples communities (<b>Social Studies</b>)</li> <li>Explore relationships among cultures, societies, and the arts (<b>Arts Education</b>)</li> </ul>
Learning involves recognizing the consequences of one's actions.		<ul style="list-style-type: none"> <li>The impact of colonization on First Peoples societies in British Columbia and Canada (<b>Social Studies</b>)</li> <li>Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment (<b>ADST</b>)</li> </ul>
Learning involves generational roles and responsibilities.		<ul style="list-style-type: none"> <li>Demonstrate awareness of the oral tradition in First Peoples; cultures and the purpose of First Peoples' texts (<b>English Language Arts</b>)</li> <li>Appreciate the influence of relationships, family, and community on personal choices (<b>Career Education</b>)</li> </ul>
Learning recognizes the role of Indigenous knowledge.		<ul style="list-style-type: none"> <li>Traditional and contemporary Aboriginal arts and arts-making processes (<b>Arts Education</b>)</li> <li>Connect mathematical concepts to each other and to other areas and personal interests (<b>Mathematics</b>)</li> </ul>
Learning is embedded in memory, history, and story.	  	<ul style="list-style-type: none"> <li>Identify how story in First Peoples' cultures connects people to land (<b>English Language Arts</b>)</li> <li>Express and reflect on personal or shared experiences of place (<b>Science</b>)</li> </ul>
Learning involves patience and time. Learning requires exploration of one's identity.	 	<ul style="list-style-type: none"> <li>Demonstrate awareness of the oral tradition in First Peoples; cultures and the purpose of First Peoples' texts (<b>English Language Arts</b>)</li> <li>Explore identity, place, culture, and belonging through arts experiences (<b>Arts Education</b>)</li> </ul>
Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.		<ul style="list-style-type: none"> <li>Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events (perspective) (<b>Social Studies</b>)</li> <li>Recognize the need for others who can support their learning and personal growth (<b>Career Education</b>)</li> </ul>

## How do the First Peoples Principles of Learning connect/align with the Content and Curricular Competencies in **GRADE FIVE**?

What could this look like in your classroom?

Which other Content and Curricular Competencies align with the First Peoples Principles of Learning?

\*Note: These examples are just a starting point for teachers to start thinking about other curricular competencies and content and how they align with the First Peoples Principles of Learning. Each principle has an explicit and implicit example from each grade level curriculum.

First Peoples Principles of Learning	Core Competencies	Connections to Curricular Competencies Examples from various subject areas
Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.		<ul style="list-style-type: none"> <li>Aboriginal concept of interconnectedness in the environment (<b>Science</b>)</li> <li>Explore and describe how personal identities adapt and change in different settings and situations (<b>Physical and Health Education</b>)</li> </ul>
Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).	 	<ul style="list-style-type: none"> <li>First Peoples land ownership and use (<b>Social Studies</b>)</li> <li>Engage in problem-solving experiences that are connected to place, story, cultural practices (<b>Mathematics</b>)</li> </ul>
Learning involves recognizing the consequences of one's actions.		<ul style="list-style-type: none"> <li>Levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding Participation and representation in Canada's system of government (<b>Social Studies</b>)</li> <li>Reflect on their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain a co-operative work space (<b>ADST</b>)</li> </ul>
Learning involves generational roles and responsibilities.		<ul style="list-style-type: none"> <li>Identify how story in First Peoples' cultures connects people to land (<b>English Language Arts</b>)</li> <li>Gather information about or from potential users (<b>ADST</b>)</li> </ul>
Learning recognizes the role of Indigenous knowledge.		<ul style="list-style-type: none"> <li>Recognize the role of language in personal, social, and cultural identity (<b>English Language Arts</b>)</li> <li>Explore a range of cultures, and the relationships among cultures, societies, and the arts (<b>Arts Education</b>)</li> </ul>
Learning is embedded in memory, history, and story.	  	<ul style="list-style-type: none"> <li>Traditional and contemporary Aboriginal arts and arts-making processes (<b>Arts Education</b>)</li> <li>Use oral storytelling processes (<b>English Language Arts</b>)</li> </ul>
Learning involves patience and time. Learning requires exploration of one's identity.	 	<ul style="list-style-type: none"> <li>Recognize the role of language in personal, social, and cultural identity (<b>English Language Arts</b>)</li> <li>Identify and value personal attributes, skills and accomplishments and growth over time (<b>Career Education</b>)</li> </ul>
Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.		<ul style="list-style-type: none"> <li>Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events (perspective) (<b>Social Studies</b>)</li> <li>Describe and apply strategies for developing healthy relationships (<b>Physical and Health Education</b>)</li> </ul>

## How do the First Peoples Principles of Learning connect/align with the Content and Curricular Competencies in **GRADE SIX**?

What could this look like in your classroom?

Which other Content and Curricular Competencies align with the First Peoples Principles of Learning?

\*Note: These examples are just a starting point for teachers to start thinking about other curricular competencies and content and how they align with the First Peoples Principles of Learning. Each principle has an explicit and implicit example from each grade level curriculum.

First Peoples Principles of Learning	Core Competencies	Connections to Curricular Competencies Examples from various subject areas
Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.		<ul style="list-style-type: none"> <li>Economic policies and resource management, including effects on Indigenous peoples (<b>Social Studies</b>)</li> <li>Question self and others about how their personal public identity can have both positive and negative consequences (<b>Career Education</b>)</li> </ul>
Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).	 	<ul style="list-style-type: none"> <li>Apply cultural perspectives of First Peoples to the concepts of measuring, and numbering (<b>Mathematics</b>)</li> <li>Gather peer and/or user and/or expert feedback and inspiration. Make changes and test again (<b>ADST</b>)</li> </ul>
Learning involves recognizing the consequences of one's actions.		<ul style="list-style-type: none"> <li>Roles of individuals, governmental organizations, and NGO's, including groups representing Indigenous peoples (<b>Social Studies</b>)</li> <li>Identify and reflect on strategies used to pursue personal healthy-living goals (<b>Physical &amp; Health Education</b>)</li> </ul>
Learning involves generational roles and responsibilities.		<ul style="list-style-type: none"> <li>Economic policies and resource management, including effects on Indigenous peoples (<b>Social Studies</b>)</li> <li>Contribute to care for self, others, and community through personal or collaborative approaches (<b>Science</b>)</li> </ul>
Learning recognizes the role of Indigenous knowledge.		<ul style="list-style-type: none"> <li>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view (<b>English Language Arts</b>)</li> <li>Explore a range of cultures, and the relationships among cultures, societies, and the arts (<b>Arts Education</b>)</li> </ul>
Learning is embedded in memory, history, and story.	  	<ul style="list-style-type: none"> <li>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view (<b>English Language Arts</b>)</li> <li>Exchange ideas and viewpoints to build shared understanding and extend thinking (<b>English Language Arts</b>)</li> </ul>
Learning involves patience and time. Learning requires exploration of one's identity.	 	<ul style="list-style-type: none"> <li>Traditional and contemporary Aboriginal arts and arts-making processes (<b>Arts Education</b>)</li> <li>Explore identity, place, culture, and belonging through arts experiences (<b>Arts Education</b>)</li> </ul>
Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.		<ul style="list-style-type: none"> <li>Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events (perspective) (<b>Social Studies</b>)</li> <li>Describe and apply strategies for developing healthy relationships (<b>Physical and Health Education</b>)</li> </ul>

# How do the First Peoples Principles of Learning connect/align with the Content and Curricular Competencies in **GRADE SEVEN**?

What could this look like in your classroom?

Which other Content and Curricular Competencies align with the First Peoples Principles of Learning?

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First Peoples Principles of Learning	Core Competencies	Connections to Curricular Competencies Examples from various subject areas
Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.		<ul style="list-style-type: none"> <li>Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration (<b>Social Studies</b>)</li> <li>Explore how personal identities adapt and change in different settings (<b>Physical and Health Education</b>)</li> </ul>
Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).	 	<ul style="list-style-type: none"> <li>Survival needs and interactions between organisms and the environment (<b>Science</b>)</li> <li>Explore relationships among cultures, societies, and the arts (<b>Arts Education</b>)</li> </ul>
Learning involves recognizing the consequences of one's actions.		<ul style="list-style-type: none"> <li>Social, political, legal, governmental, and economic systems and structures, including at least one Indigenous to the Americas (<b>Social Studies</b>)</li> <li>Reflect on their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain a co-operative work space (<b>ADST</b>)</li> </ul>
Learning involves generational roles and responsibilities.		<ul style="list-style-type: none"> <li>Recognize the validity of First Peoples' oral tradition for a range of purposes (<b>English Language Arts</b>)</li> <li>Appreciate the influence of relationships, family, and community on personal choices (<b>Career Education</b>)</li> </ul>
Learning recognizes the role of Indigenous knowledge.		<ul style="list-style-type: none"> <li>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view (<b>English Language Arts</b>)</li> <li>Explore a range of cultures, and the relationships among cultures, societies, and the arts (<b>Arts Education</b>)</li> </ul>
Learning is embedded in memory, history, and story.	  	<ul style="list-style-type: none"> <li>Traditional and contemporary Aboriginal arts and arts-making processes (<b>Arts Education</b>)</li> <li>Use oral storytelling processes (<b>English Language Arts</b>)</li> </ul>
Learning involves patience and time. Learning requires exploration of one's identity.	 	<ul style="list-style-type: none"> <li>Recognize the validity of First Peoples' oral tradition for a range of purposes (<b>English Language Arts</b>)</li> <li>Identify and value personal attributes, skills and accomplishments and growth over time (<b>Career Education</b>)</li> </ul>
Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.		<ul style="list-style-type: none"> <li>Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration (<b>Social Studies</b>)</li> <li>Recognize the need for others who can support their learning and personal growth (<b>Career Education</b>)</li> </ul>