

| <p>Course Overview</p> | <p>With an emphasis on First Nations Metis and Inuit worldviews and traditions, the Braided Journeys 15-25-35 course sequence is intended to support all students to become leaders of character, vision and action. Students are provided multi-component, culturally-based programs that challenge their creativity, build on their skill set, and increase their support network. In addition, youth have the opportunity to develop citizenship skills, thereby enhancing self-esteem and confidence. Participants gain these skills from a variety of cultural and leadership activities specific to First Nations, Metis and Inuit traditions.</p> | | | | | | | | | | |
|--|---|-------------|----------------|----------|------------------|----------|----------------|----------|---------------------|----------|-------------------|
| <p>Prerequisite</p> | <p>None</p> | | | | | | | | | | |
| <p>Required Materials & Resources</p> | <ul style="list-style-type: none"> • One Module | | | | | | | | | | |
| <p>Learning Outcomes</p> | <p><i>Students will demonstrate an understanding of:</i></p> <ul style="list-style-type: none"> A. How do generosity and independence lead to the meeting the needs and ensuring the survival of indigenous and other cultures? B. How can generosity and independence contribute to social justice actions that are sensitive to Truth and Reconciliation and are relevant for indigenous and other communities? C. Why is understanding and mastery of traditional leadership principles from various indigenous groups important for building independence for indigenous people? D. In what ways does mastering an understanding of multiple perspectives and cultural values within indigenous communities promote personal independence? E. What personal careers choices can build independence and are unique to indigenous cultures and communities? F. In what ways does exploring cultural identity build an attitude of belonging, optimism and hope for the future? G. How does understanding how we belong within a community shape our personal development? | | | | | | | | | | |
| <p>Note</p> | <p><i>Within Alternative Education all teachers are required to follow a common course outline and gradebook set up.</i></p> | | | | | | | | | | |
| <p>Assessment</p> | <p>The student’s grade is determined by the knowledge the student has acquired based on the program of studies and the skills the student is able to show in articulating his or her knowledge.</p> <p>The student’s grade will be calculated based on the following:</p> <p>Coursework – 100%</p> <p><i>*There is no final exam for this course</i></p> | | | | | | | | | | |
| <p>Topics of Study</p> | <table border="0"> <thead> <tr> <th style="text-align: left;">UNIT</th> <th style="text-align: left;">SECTION</th> </tr> </thead> <tbody> <tr> <td>1</td> <td><i>Belonging</i></td> </tr> <tr> <td>2</td> <td><i>Mastery</i></td> </tr> <tr> <td>3</td> <td><i>Independence</i></td> </tr> <tr> <td>4</td> <td><i>Generosity</i></td> </tr> </tbody> </table> | UNIT | SECTION | 1 | <i>Belonging</i> | 2 | <i>Mastery</i> | 3 | <i>Independence</i> | 4 | <i>Generosity</i> |
| UNIT | SECTION | | | | | | | | | | |
| 1 | <i>Belonging</i> | | | | | | | | | | |
| 2 | <i>Mastery</i> | | | | | | | | | | |
| 3 | <i>Independence</i> | | | | | | | | | | |
| 4 | <i>Generosity</i> | | | | | | | | | | |
| <p>An Important Note About Assessment</p> | <p>A wide range of assessment information is used in the development of a student’s final grade. Within Alternative Education, individualized assessments provide specific information regarding student progress and overall performance in the course. Student assessments may vary from student to student to adapt to differences in</p> | | | | | | | | | | |

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| | student needs, learning styles, preferences and paces. The teacher will apply best teaching practices to determine appropriate assessment. |
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| TEACHER'S CONTACT INFORMATION: | |
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| Teacher's Name: | |
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| Teacher's Phone Number: | |
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| Teacher's Email Address: | |
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