

Document Name

Native Drums Curriculum Correlation Guide (secondary level)

Purpose of this document

This prescribed learning reference guide for educators can be used as a reference tool, for teachers to create, adapt, or modify the Native Drums educational material to directly correspond to provincially prescribed learning objectives.

**Teacher Resource Kits:
Summary of Primary Target Audiences**

Grades:	9, 10, 11, 12
Provinces:	British Columbia, Saskatchewan, Ontario
Subjects:	Science, Music, History, Social Sciences, Native Studies

SCIENCE			
	British Columbia	Saskatchewan	Ontario
9	n/a	n/a	n/a
10	n/a	n/a	n/a
11	n/a	<p>Website Chapter Fit: Chapter Four Source: Physics 20, Unit II - Waves Key Concepts:</p> <p>Properties of Waves:</p> <ul style="list-style-type: none"> - Disturbance - Medium - Pulse - Periodic Motion - Harmonic Motion - Cycle - Transverse Vibration - Crest - Trough - Longitudinal Vibration - Refraction - Frequency - Universal Wave Equation - Wave Interference - Principal of Superposition 	<p>ON-11-SC Website Chapter Fit: Chapter Four Source: Grade 11 Physics, Waves and Sound Unit Key Concepts:</p> <ul style="list-style-type: none"> - Properties of Sound Waves - Principals Underlying Production, Transmission, Interaction and Reception of Sound
12	n/a	n/a	n/a

MUSIC			
	British Columbia	Saskatchewan	Ontario
9	<p>Website Chapter Fit: Chapters One, Three & Five Source: Grade 9 Music Key Concepts/Skills:</p> <ul style="list-style-type: none"> - Elements of Rhythm – Expressive and Physical Properties of Rhythm: Use of appropriate music terminology, and appreciation of rhythms reflective of various cultures and styles. - Historical and Cultural – Exploring music from a variety of historical and cultural contexts. - Thoughts, Images and Feelings – Appreciating the thoughts, images and feelings evident in culturally, historically, and stylistically diverse music. 	<p>Website Chapter Fit: Chapters One, Three & Five Source: Grade 9 Music, Unit I – Creating with Sound Key Concepts/Skills:</p> <ul style="list-style-type: none"> - Discerning Subtleties of Sound: Tone, texture, etc. - Sequence of Sound – Increasing ability to shape, control and sequence sound. - Remembering What Is Heard - How Sound Affects People - Expression Through Sound 	<p>ON-9-MUS Website Chapter Fit: Chapters One, Three & Five Source: Grade 9 Music, Theory Section Key Concepts/Skills:</p> <ul style="list-style-type: none"> - Elements of Music: Rhythm, melody, timbre, dynamics, harmony, texture and form - Historical and Stylistic Context of Music
10	<p>Website Chapter Fit: Chapters One, Three & Five Source: Grade 10 Music Key Concepts/Skills:</p> <ul style="list-style-type: none"> - Elements of Rhythm – Expressive and Physical Properties of Rhythm: Use of appropriate music terminology, and appreciation of rhythms reflective of various cultures and styles. - Historical and Cultural – Exploring music from a variety of historical and cultural contexts. - Thoughts, Images and Feelings – Appreciating the 	<p>Website Chapter Fit: Chapters One, Three & Five Source: Band 10 Key Concepts/Skills:</p> <p>Aural Skills</p> <ul style="list-style-type: none"> - Demonstrating aural perception of expressive and structural elements at work within a musical composition. - Activating the <i>inner ear</i> to facilitate interpreting written musical ideas. 	<p>ON-10-MUS Website Chapter Fit: Chapters One, Three & Five Source: Grade 10 Music, Analysis Section Key Concepts/Skills:</p> <ul style="list-style-type: none"> - Music History and its Cultural Context: Using understanding of these to interpret repertoire. - Aural Discrimination Skills: Identifying complex aspects of music, such major and minor triads, diminished and augmented intervals.

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	thoughts, images and feelings evident in culturally, historically, and stylistically diverse music.	<ul style="list-style-type: none"> - Activating the <i>inner ear</i> to facilitate creating and expressing musical ideas. <p>Music Literacy</p> <ul style="list-style-type: none"> - Developing an understanding of the fundamentals of music theory and its application to structural elements of music. - Using musical notation to interpret and express musical ideas. - Using appropriate musical terminology. <p>Interpretation/Appreciation/Decision-Making</p> <ul style="list-style-type: none"> - Understanding and appreciating musical expressions from a wide variety of cultural and historical contexts, including contemporary societies. - Understanding and interpreting musical works from a variety of cultural and historical contexts. - Developing a greater understanding of the role of music in contemporary societies. 	<ul style="list-style-type: none"> - Music in Society: Evaluating the function of music in society.

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11	<p>Website Chapter Fit: Chapters One, Three & Five Source: Grade 11 Music Key Concepts/Skills:</p> <p>Historical and Cultural:</p> <ul style="list-style-type: none"> - Analyzing instrumental music from a range of historical and cultural contexts. - Evaluating the purpose of music, a given historical or cultural context. - analyzing the purpose of instrumental music in traditional Indigenous societies in BC. 	<p>Website Chapter Fit: Chapters One, Three & Five Source: Band 20 Key Concepts/Skills:</p> <p>Aural Skills</p> <ul style="list-style-type: none"> - Demonstrating aural perception of expressive and structural elements at work within a musical composition. - Activating the <i>inner ear</i> to facilitate interpreting written musical ideas. - Activating the <i>inner ear</i> to facilitate creating and expressing musical ideas. <p>Music Literacy</p> <ul style="list-style-type: none"> - Developing an understanding of the fundamentals of music theory and its application to structural elements of music. - Using musical notation to interpret and express musical ideas. - Using appropriate musical terminology. <p>Interpretation/Appreciation/Decision-Making</p> <ul style="list-style-type: none"> - Understanding and appreciating musical expressions from a wide variety of cultural and historical contexts, including contemporary societies. 	<p>ON-11-MUS Website Chapter Fit: Chapters One, Three & Five Source: Grade 11 Music (Open); Analysis Section Key Concepts/Skills:</p> <ul style="list-style-type: none"> - Identity and Music in Society: Analyzing the relationship between identity (e.g., the identity of an ethnic or a religious group; regional, provincial, or national identity) and music in a society.

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		<ul style="list-style-type: none"> - Understanding and interpreting musical works from a variety of cultural and historical contexts. - Developing a greater understanding of the role of music in contemporary societies. 	
12	<p>Website Chapter Fit: Chapters One, Three & Five Source: Grade 11 Music Key Concepts/Skills:</p> <p>Historical and Cultural</p> <ul style="list-style-type: none"> - Analyzing the relationships between a composition and the context in which it was created. - Evaluating purpose of instrumental music in a variety of contexts. - Identifying the contributions of significant musicians, composers and instrumental compositions from various historical periods and cultures. - Performing music, demonstrating an interpretation of its historical and cultural contexts. - Demonstrating an understanding of the ethical requirements for performing instrumental music of various cultures. 	<p>Website Chapter Fit: Chapters One, Three & Five Source: Band 30 Key Concepts/Skills:</p> <p>Aural Skills</p> <ul style="list-style-type: none"> - Demonstrating aural perception of expressive and structural elements at work within a musical composition. - Activating the <i>inner ear</i> to facilitate interpreting written musical ideas. - Activating the <i>inner ear</i> to facilitate creating and expressing musical ideas. <p>Music Literacy</p> <ul style="list-style-type: none"> - Developing an understanding of the fundamentals of music theory and its application to structural elements of music. - Using musical notation to interpret and express musical ideas. - Using appropriate musical terminology. 	<p>ON-12-MUS Website Chapter Fit: Chapters One, Three & Five Source: Grade 12 Music; Analysis Section Key Concepts/Skills:</p> <ul style="list-style-type: none"> - Listening Skills: Identifying, analyzing, and evaluating musical works through listening. - Critical Analysis: Analyzing musical works and performances of works and demonstrating an understanding of the process of critical analysis. - Music in Cultural Context: Analyzing the relationship between music and its cultural context.

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		<p>Interpretation/Appreciation/Decision-Making</p> <ul style="list-style-type: none"> - Understanding and appreciating musical expressions from a wide variety of cultural and historical contexts, including contemporary societies. - Understanding and interpreting musical works from a variety of cultural and historical contexts. - Developing a greater understanding of the role of music in contemporary societies. 	

HISTORY			
	British Columbia	Saskatchewan	Ontario
9	n/a (*Students study Social Sciences in this grade)	<p>Website Chapter Fit: Chapters One, Two & Five Source: Grade 9 History, Unit IV – Our FN Roots Key Concepts/Skills:</p> <ul style="list-style-type: none"> - Worldview of Canadian Indigenous Cultures - Contributions of Indigenous Cultures to Canadian Society - Contemporary Needs/Concerns/Issues of Indigenous Peoples of Canada, Especially Related to Events of Past - Respect for indigenous Cultures 	n/a (*Students study Geography in this grade)
10	n/a (*Students study Social Sciences in this grade)	<p>Website Chapter Fit: Chapters One, Two & Five Source: Grade 10 History, Unit I – Political Decision-Making Key Concepts/Skills:</p> <ul style="list-style-type: none"> - Political Decision-Making Processes Related to Indigenous and European World Views - Political Organizations Within Traditional Indigenous Societies 	<p>ON-10-HIS Website Chapter Fit: Chapters One, Two, Three & Five Source: Grade 10 History, Canadian Identity Unit, Demographic Patterns Unit, Citizenship and Heritage Unit Key Concepts/Skills:</p> <ul style="list-style-type: none"> - Canadian Identity: Understanding the elements of Canadian identity; Evaluating the contributions to Canadian society by its regional, linguistic, ethnocultural, and religious communities (e.g., Indigenous nations, Franco-Ontarians, Métis, Doukhobors, Black Canadians).

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			<ul style="list-style-type: none"> - Demographic Patterns: Evaluating the impact of social and demographic change on Indigenous communities (e.g., relocation, urbanization, education, and pressures to assimilate). - Citizenship and Heritage: Demonstrating an understanding of how individual Canadians have contributed to the development of Canada and an emerging sense of Canadian identity.
11	n/a (*Students study Social Sciences in this grade)	n/a	n/a
12	<p>Website Chapter Fit: Chapters One, Two, Three & Five Source: Grade 12 Comparative Civilizations Key Concepts/Skills:</p> <p>Research & Presentation:</p> <ul style="list-style-type: none"> - Generating ideas, and gathering and processing information about cultures from a variety of sources, <i>including electronic sources.</i> - Interpreting and evaluating information from artifacts, oral tradition, and other primary and secondary sources. 	<p>Website Chapter Fit: Chapters One, Two & Five Source: Grade 12 Canadian Studies 30, Units II - The Nineteenth Century: The Road to Democracy Key Concepts/Skills:</p> <ul style="list-style-type: none"> - Indian Act: Knowing that the Indian Act regulated most aspects of the lives of First Nation peoples and that the Indian Act defined who was considered to be an "Indian". 	<p>ON-12-HIS Website Chapter Fit: Chapters One, Two, Three & Five Source: Grade 12 History – Canada: History, Identity and Culture Key Concepts/Skills:</p> <ul style="list-style-type: none"> - Evolution of a Canadian National Identity: How modern Canada was shaped by the interaction among Indigenous peoples, the French, the English, and subsequent immigrant groups.

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	<p>Foundations of Civilizations</p> <ul style="list-style-type: none"> - Exploring concepts of civilization and culture. - Describing the relationship between natural environments and the development of civilizations. <p>Culture and Values</p> <ul style="list-style-type: none"> - Value Systems: Different value systems within and among cultures, including those different from the students own. - Civilizations and their Social Structures: In the context of their times and worldviews. - Cultural Expressions: How these reflect social roles and values. 		<ul style="list-style-type: none"> - Understanding of Canada’s Historical and Cultural Roots <p><i>*The above includes a section which specifically focuses on Indigenous Peoples</i></p> <ul style="list-style-type: none"> - Describing various aspects of Indigenous life (e.g., economic life, spirituality, relationship with the environment, political organization) prior to contact with Europeans; - Describing the contributions of Indigenous peoples to the development of Canadian identity and culture.

SOCIAL SCIENCES			
	British Columbia	Saskatchewan	Ontario
9	<p>Website Chapter Fit: Chapters One, Two, Three & Five Source: Grade 9 Social Studies Key Concepts/Skills:</p> <ul style="list-style-type: none"> - Relationships: Between Europeans and Indigenous People - Daily Life: In Indigenous communities. - Identity: How it is shaped by a variety of factors, including: <ul style="list-style-type: none"> • Family • Gender • Belief Systems • Ethnicity • Nationality - Artistic Expression: Describing how different forms of artistic expression reflect the society in which they are produced. 	<p>Website Chapter Fit: Chapters One, Two, Three & Five Source: Grade 9 Social Studies - Roots of Society, Unit 4 - Culture: FN Roots Key Concepts/Skills:</p> <p>Culture: Understanding the cultures of Indigenous peoples in North America; Appreciating their long and rich cultural histories, which have contributed to the roots of Canadian society (*Strong focus on First Nations people in Saskatchewan).</p> <p>Spirituality: Knowing about some of the ceremonies and activities of traditional plains Indigenous cultures.</p>	n/a

SOCIAL SCIENCES			
	British Columbia	Saskatchewan	Ontario
10	<p>Website Chapter Fit: Chapters One, Two, Three & Five Source: Grade 10 Social Studies Key Concepts/Skills:</p> <p>Society and Culture</p> <ul style="list-style-type: none"> - Relationships: Assessing the interaction between Indigenous peoples and Europeans. - Contributions By Indigenous Peoples: In terms of the development of Canada. - Arts & Society: Demonstrating awareness of ways the arts mirror and shape Canadian society. - Canadian Identity: Analyzing the changing perception of Canadian identity. <p>Politics and the Law: Canada from 1815 to 1914 (II)</p> <ul style="list-style-type: none"> - Impact of Western Expansion on Indigenous Peoples: Examining the impact of western expansion and federal policies on Indigenous cultures. <p>Social Issues</p> <ul style="list-style-type: none"> - Diversity in Canadian Society: Identifying elements that contribute to the regional, cultural, and ethnic diversity of Canadian society. 	n/a	n/a

SOCIAL SCIENCES			
	British Columbia	Saskatchewan	Ontario
	<ul style="list-style-type: none"> - Definition of 'Canadian': Devising and defending a personal definition of what it means to be Canadian. - Social Issues: Identifying and assessing social issues facing Canadians. <p>Cultural Issues</p> <ul style="list-style-type: none"> - Canadian Identity: Role of Canada's Indigenous peoples in shaping Canadian identity - Canadian Identify & the Arts: The contributions of the arts in reflecting and shaping Canadian identity. - General Cultural Issues: identifying and assessing cultural issues facing Canadians. 		
11	<p>Website Chapter Fit: Chapters One, Two, Three & Five Source: Grade 11 Social Studies Key Concepts/Skills:</p> <p>Social Issues</p> <ul style="list-style-type: none"> - Definition of 'Canadian': Devising and 	n/a	n/a

SOCIAL SCIENCES			
	British Columbia	Saskatchewan	Ontario
	<p>defending a personal definition of what it means to be Canadian.</p> <ul style="list-style-type: none"> - Social Issues: Identifying and assessing social issues facing Canadians. <p>Cultural Issues</p> <ul style="list-style-type: none"> - Canadian Identity: Role of Canada's Indigenous peoples in shaping Canadian identity - Canadian Identify & the Arts: The contributions of the arts in reflecting and shaping Canadian identity. - General Cultural Issues: identifying and assessing cultural issues facing Canadians. 		
12	n/a	<p>Website Chapter Fit: Chapters One, Two, Three & Five Source: Grade 12 Social Studies – Canadian Culture, Unit 3 – Culture Key Concepts/Skills:</p> <p>Acculturation: Understanding the issues and problems of acculturation (i.e. change that occurs to cultures as they adjust and adapt to each other).</p>	<p>ON-12-SS Website Chapter Fit: Chapters One, Two & Five Source: Grade 12 Social Studies – Challenge and Change in Society Key Concepts/Skills:</p> <p>Change</p> <ul style="list-style-type: none"> - Investigating and explaining shifts in knowledge, attitudes, beliefs, and behavior, and the impact of such changes on society. - Analyzing cultural and social patterns in human

SOCIAL SCIENCES			
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			<p>societies, looking at the ways in which those patterns change over time.</p> <p>Prejudice and Discrimination</p> <ul style="list-style-type: none"> - Explaining the relationship between prejudice and discrimination, and assessing the impact of both on ideas of self-worth.

NATIVE STUDIES			
	British Columbia	Saskatchewan	Ontario
9	n/a	n/a	<p>ON-9-NS Website Chapter Fit: Chapters One, Two, Three & Five Source: Grade 9 Native Studies - Expressing Indigenous Cultures Key Concepts/Skills: Indigenous Culture Expressed in Art Forms</p> <ul style="list-style-type: none"> - Identifying Indigenous art forms. - Describing relationships between the art forms and Indigenous traditions, philosophy, beliefs and culture. - Understanding how traditional Indigenous forms of expression influence the portrayal of Indigenous identity in contemporary art forms. <p>This course includes the following types of learning:</p> <ul style="list-style-type: none"> - Viewing and Understanding - Creating and Practicing - Applying Knowledge <p>This course also deals with the following broad themes:</p> <ul style="list-style-type: none"> - Relationships

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	British Columbia	Saskatchewan	Ontario
			<ul style="list-style-type: none"> - Sovereignty - Challenges
10	n/a	<p>Website Chapter Fit: Chapters One, Two, Three & Five Source: Grade 10 Native Studies – Social Organizations, Unit I, Unit II Key Concepts/Skills: Identity and Worldviews: Indigenous Perspectives</p> <ul style="list-style-type: none"> - Goal setting - Life-long learning - Respect - Values and decision making - Equity and equality - Leadership - Ignorance-based thinking - Identity 	n/a

NATIVE STUDIES			
	British Columbia	Saskatchewan	Ontario
		<ul style="list-style-type: none"> - Worldviews (unity and harmony) - Spirituality <p>Community and Kinship: Indigenous Perspectives</p> <ul style="list-style-type: none"> - Importance of family - Values - Child-rearing philosophies - Oral tradition - Government policy - Social organization - Environment - Emergence of Métis 	
11	n/a	<p>Website Chapter Fit: Chapters One, Three & Five Source: Grade 11 Native Studies – World Issues, Unit II, Unit III Key Concepts/Skills: Development</p> <ul style="list-style-type: none"> • Cultural programming 	<p>ON-11-NS Website Chapter Fit: Chapters One, Two, Three & Five Source: Grade11 Native Studies – Indigenous Beliefs, Values and Aspirations in Contemporary Society (*Workplace Preparation (NBV3E) Course Key Concepts/Skills: Identity: Examining issues of cultural identity facing First Nations, Métis and Inuit peoples, including both contemporary Indigenous and Settler perspectives of</p>

NATIVE STUDIES			
	British Columbia	Saskatchewan	Ontario
		<ul style="list-style-type: none"> • Environment • Conservation • Sustainable development • Education • Urbanization • Resistance and protest for change <p>Social Justice</p> <ul style="list-style-type: none"> • Racism • Identity • Human rights • Child welfare • Genocide • Ethnocide • Justice system • Resistance and protest for change 	<p>identity.</p> <p>Relationships: To land and nature, as well as to one another within their communities and working environments.</p> <p>Beliefs and Values: Describing how traditional and contemporary beliefs and values of Indigenous cultures influence present-day activities and behaviors.</p> <p>Maintaining Culture and Language: Describing the efforts and successes of Indigenous peoples to protect and maintain their cultures and languages.</p>

NATIVE STUDIES			
	British Columbia	Saskatchewan	Ontario
12	<p>Website Chapter Fit: Chapters One, Two, Three & Five Source: Grade 12 First Nations Studies, Unit - Cultural Expressions: Artistic Traditions Key Concepts/Skills:</p> <p>Appreciation of FN Artistic Expressions: Demonstrating an appreciation of traditional and contemporary First Nations artistic expressions and identify characteristic and distinctive features.</p> <p>Cultural Significance of FN Art: Explaining the cultural significance of various Indigenous artistic expressions with reference to local examples; Examining and interpreting works of art created by Indigenous people as expressions of local culture.</p> <p>Artistic Expression & Economic Development/Careers: Analyzing the role of First Nations artistic expressions in economic development and careers.</p>	<p>Website Chapter Fit: Chapters One & Three Source: Grade 12 Native Studies 30, Unit I Key Concepts/Skills:</p> <p>Indigenous and Treaty Rights: Examining Indigenous beliefs and worldviews.</p>	n/a