

# Welcome to English First Peoples 12

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*“The truth about stories is, that’s all that we are.”*  
- Thomas King, Cherokee Nation

English First Peoples 12 is a course intended to strengthen and develop your literacy (reading, listening, viewing, writing, speaking, representing) and critical thinking skills through the exploration of Indigenous literature. In this course, we will explore Indigenous literature through lenses of the past, present, and future to better understand concepts of Indigenous resilience, resistance, resurgence, and reconciliation in Canada/North America. **Successful completion of this course is required for graduation.**

Your name: \_\_\_\_\_ Block: \_\_\_\_\_

## CORE COMPETENCIES



### BIG IDEAS

<p>The exploration of <b>text</b> and <b>story</b> deepens understanding of one’s identity, others, and the world.</p>	<p>Oral and other <b>texts</b> are socially, culturally, geographically, and historically constructed.</p>	<p>Voice is powerful and evocative.</p>	<p>First Peoples texts and <b>stories</b> provide insight into key aspects of Canada’s past, present, and future.</p>	<p>Self-representation through <b>authentic First Peoples text</b> is a means to foster justice.</p>	<p>First Peoples voices and texts play a role within the process of <b>Reconciliation</b>.</p>
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### Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>Analyze how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews</li> <li>Access information for diverse purposes and from a <b>variety of sources</b> and evaluate its <b>relevance</b>, accuracy, and <b>reliability</b></li> <li>Select and apply appropriate <b>strategies</b> in a <b>variety of contexts</b> to guide inquiry, extend thinking, and comprehend texts</li> <li>Analyze how <b>different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages</b></li> <li>Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>Recognize and identify <b>personal, social, and cultural contexts, values, and perspectives</b> in texts, including gender, sexual orientation, and socio-economic factors</li> <li>Appreciate and understand how <b>language constructs and reflects personal, social, and cultural identities</b></li> <li>Construct meaningful personal connections between self, text, and world</li> <li>Demonstrate understanding of the role of <b>story</b> and <b>oral traditions</b> in expressing First Peoples perspectives, values, beliefs and points of view</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>A wide variety of BC, Canadian, and global First Peoples texts</b></p> <p><b>A wide variety of text forms and genres</b></p> <p><b>Common themes in First Peoples literature</b></p> <p><b>Reconciliation in Canada</b></p> <p><b>First Peoples oral traditions</b></p> <ul style="list-style-type: none"> <li>the <b>legal status</b> of First Peoples oral traditions in Canada</li> <li>purposes of oral texts</li> <li>the relationship between oral tradition and land/place</li> </ul> <p><b>Protocols</b></p> <ul style="list-style-type: none"> <li>protocols related to <b>ownership and use of First Peoples oral texts</b></li> <li><b>acknowledgement of territory</b></li> <li><b>situating oneself in relation to others and place</b></li> </ul>

<ul style="list-style-type: none"> <li>• Understand and evaluate how literary elements, techniques, and devices enhance and shape meaning and impact</li> <li>• Analyze the diversity within and across First Peoples societies as represented in texts</li> <li>• Assess the authenticity of First Peoples texts</li> <li>• Analyze the influence of <b>land/place</b> in First Peoples texts</li> <li>• Examine the significance of terms/words from First Peoples languages used in English texts</li> <li>• Discern nuances in the meanings of words, considering social, political, historical, and literary contexts</li> <li>• Identify bias, contradictions, distortions, and omissions</li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• Respectfully <b>exchange ideas and viewpoints</b> from diverse perspectives to build shared understandings and extend thinking</li> <li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for a <b>range of purposes</b></li> <li>• Select and apply appropriate oral communication formats for intended purposes</li> <li>• Express and support an opinion with evidence</li> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a variety of purposes and <b>audiences</b></li> <li>• Assess and <b>refine texts to improve clarity, effectiveness, and impact</b></li> <li>• Experiment with genres, forms, or styles of texts</li> <li>• Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</li> <li>• Transform ideas and information to create original texts, using various genres, forms, structures, and styles</li> <li>• Recognize intellectual property rights and community protocols and apply as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• processes related to protocols and expectations <b>when engaging with First Nations communities and Aboriginal organizations</b></li> </ul> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• narrative structures, including <b>those found in First Peoples texts</b></li> <li>• form, <b>function</b>, and genre of texts</li> <li>• elements of visual/graphic texts</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> <li>• presentation techniques</li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• <b>elements of style</b></li> <li>• <b>language change</b></li> <li>• syntax and sentence fluency</li> <li>• <b>rhetorical devices</b></li> <li>• <b>usage and conventions</b></li> <li>• <b>literary elements and devices</b></li> <li>• literal and inferential meaning</li> <li>• <b>persuasive techniques</b></li> <li>• citations and <b>acknowledgements</b></li> </ul>
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## ASSESSMENT

<i>FORMATIVE ASSESSMENT</i>	<i>SUMMATIVE ASSESSMENT</i>
<p>Students will receive descriptive and constructive feedback that has no numerical or letter grade attached. The purpose of formative assessment is to help students understand how they can grow in their learning. To improve, it is expected students will use this feedback to consider the following:</p> <ul style="list-style-type: none"> <li>• Where am I currently at in my learning?</li> <li>• Where am I going?</li> <li>• How am I going to get there?</li> </ul> <p>Examples of formative assessment: participation, homework, smaller assignments, minor group work, quizzes, etc</p>	<p>Students will receive feedback that has a numerical or letter grade attached. The purpose of this type of assessment is to determine students’ levels of achievement throughout the duration of the course in relation to the ENG 12 learning standards. These marks will be used to determine marks for each formal reporting period.</p> <p>Examples of summative assessment: orals/presentations, formal and informal essays, projects, tests, etc</p>

<b>GRADE</b>	<b>PROFICIENCY</b>	<b>LEVEL OF STUDENT UNDERSTANDING</b>
A (86-100)	Extending	The student demonstrates excellent or outstanding performance in relation to curricular competencies.
B (73-85)	Proficient	The student demonstrates very good performance in relation to curricular competencies.
C+ (67-72)	Developing/Proficient	The student demonstrates good performance in relation to curricular competencies.
C (60-66)	Emerging/Developing	The student demonstrates satisfactory performance in relation to curricular competencies.
C- (50-59)	Emerging	The student demonstrates minimally acceptable performance in relation to curricular competencies.
I (0-49)	In progress/ Incomplete/ Insufficient Evidence	The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to curricular competencies. This is used while the course is still in progress.
F (0-49)	Fail	The student has not demonstrated minimally acceptable performance in relation to curricular competencies. This is used at the end of the course.

## EXPECTATIONS

### *1. On the use of phones*

Phones are a powerful tool, and a big distraction! To encourage being present with one another and your learning, phones and airpods/headphones should be limited to work blocks/when given permission. I do not tolerate the use of phones/airpods when I am teaching/speaking, as it is disrespectful to myself and the class.

### *2. Respect the room and each other*

Respect is not a one-way street. Part of showing me respect includes respecting the space. Clean up after yourselves! As well, being kind to each other is vital to classroom success! This is an inclusive space, which means any racism, homophobia, misogyny, or general unkindness is not tolerated. Remember that learning is a process, and it is okay to make mistakes, but do not be the one that intentionally makes others uncomfortable or unhappy.

### *3. Plagiarism*

With growing technology, education is becoming both easier *and* more challenging in all aspects. Plagiarism is when you take ideas/content/work that are not yours and present them as your own. Throughout the semester we will be doing most of the writing in-class, however, for assignments where research and typing is required, please be aware that plagiarism, of any kind, will not be tolerated. If you have any concerns regarding plagiarism throughout the course, please let me know. Honesty is the best policy!

**What other things do we need to establish to create a safe, inclusive, comfortable classroom?**