

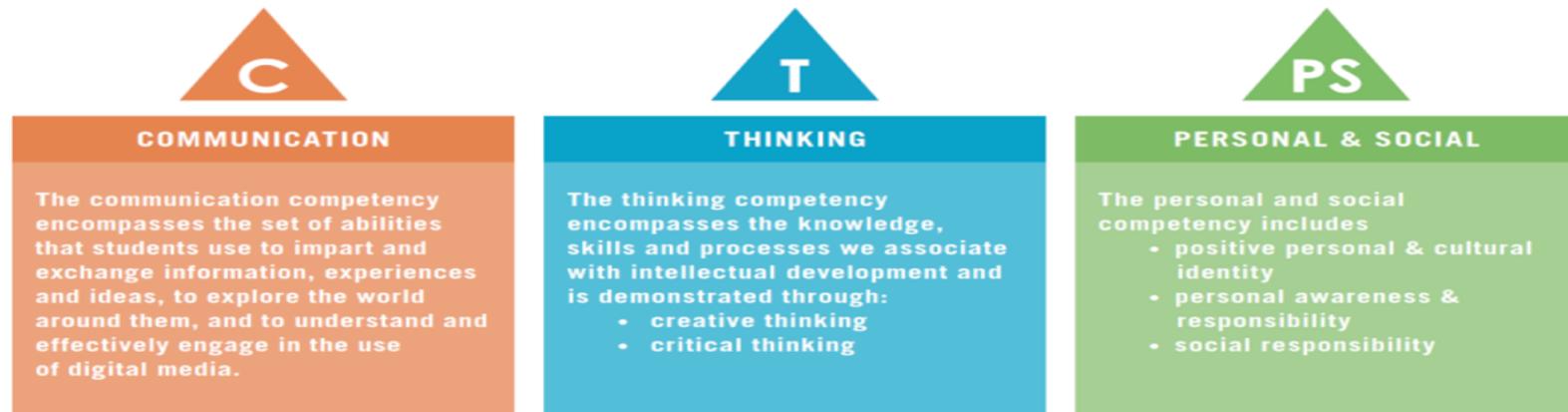
Welcome to English First Peoples: Literary Studies 11

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Course Theme(s): *Knowledge & Power*

English First Peoples 11 is a course intended to strengthen and develop your literacy (reading, listening, viewing, writing, speaking, representing) and critical thinking skills with a focus on **Indigenous Literature**. In this course, we will explore the theme(s) of **knowledge and power**. We will be using Indigenous literature, in addition to comparative works by non-Indigenous authors, to better understand the way knowledge and power impact and influence our world/self/etc. **Successful completion of this course is required for graduation (ENGL/Indigenous Studies Credit).**

CORE COMPETENCIES



BIG IDEAS

The exploration of text and story deepens understanding of one's identity, others, and the world.	Oral and other texts are socially, culturally, geographically, and historically constructed.	Voice is powerful and evocative.	First Peoples texts and stories provide insight into key aspects of Canada's past, present, and future.	Self-representation through authentic First Peoples text is a means to foster justice.	Self-representation through authentic First Peoples text is a means to foster justice.
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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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Demonstrate awareness of how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews • Access information for diverse purposes and from a variety of sources to inform writing • Evaluate the relevance, accuracy, and reliability of texts • Select and apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts • Recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors • Demonstrate understanding of how language constructs and reflects personal, social, and cultural identities • Construct meaningful personal connections between self, text, and world • Recognize and understand the role of story and oral traditions in expressing First Peoples perspectives, values, beliefs, and points of view • Understand and evaluate how literary elements, techniques, and devices enhance and shape meaning and impact • Recognize and understand the diversity within and across First Peoples societies as represented in texts • Assess the authenticity of First Peoples texts • Understand the influence of land/place in First Peoples texts • Identify bias, contradictions, distortions, and omissions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • A wide variety of BC, Canadian, and global First Peoples texts • A wide variety of text forms and genres Common themes in First Peoples texts • Reconciliation in Canada <p>First Peoples oral traditions</p> <ul style="list-style-type: none"> • the legal status of First Peoples oral traditions in Canada • purposes of oral texts <p>Protocols</p> <ul style="list-style-type: none"> • protocols related to ownership and use of First Peoples oral texts • processes related to protocols and expectations when engaging with First Nations communities and Aboriginal organizations <p>Text features and structures</p> <ul style="list-style-type: none"> • narrative structures, including those found in First Peoples texts • form, function, and genre of texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • elements of style • syntax and sentence fluency • rhetorical devices • usage and conventions • literary elements and devices • literal and inferential meaning • persuasive techniques • citations and acknowledgements

<p><i>Create and communicate (writing, speaking, representing)</i></p> <ul style="list-style-type: none">• <i>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking</i>• <i>Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes</i>• <i>Select and apply appropriate oral communication formats for intended purposes</i>• <i>Express and support an opinion with evidence</i>• <i>Respond to text in personal, creative, and critical ways</i>• <i>Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences</i>• <i>Assess and refine texts to improve clarity, effectiveness, and impact</i>• <i>Experiment with genres, forms, or styles of texts</i>• <i>Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</i>• <i>Transform ideas and information to create original texts, using various genres, forms, structures, and styles</i>• <i>Understand intellectual property rights and community protocols and apply as necessary</i>	
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ASSESSMENT

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<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"> • Where am I currently at in my learning? • Where am I going? • How am I going to get there? <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 11 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>

Please note that during the interim and final grade, formative assessment may inform these marks.

GRADE	PROFICIENCY	LEVEL OF STUDENT UNDERSTANDING
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

Plagiarism is when you take ideas/content/work that are not yours and present them as your own. This includes using ChatGPT, Snapchat AI, Wikipedia, other websites, etc. At times, we may use these devices as tools in class (example, for a writing workshop or researching an idea), but they should not be used outside of class time and/or without consent from me. If you are caught plagiarising, we will have a serious conversation where you need to be honest. Based on that conversation, I will decide if you may either redo the assessment or receive a 0%.

As well...



On Phones: no phones/airpods during lessons, otherwise it can be a tool with permission

On Lateness: if it becomes a regular occurrence, we will talk (just let me know if it will happen!)

On Missing Work: after a certain period, I will not accept missing/late work, so try to hand it in on time or talk to me

On Behaviour: this is a safe space, so please be respectful to one another (I do not tolerate disrespectful behaviour or language)
Be inclusive

On Washrooms: two people at a time (5 minutes) and please sign-out before leaving (repeated failure to respect these rules will result in temp. or perm. restrictions)