Welcome to English First Peoples 12
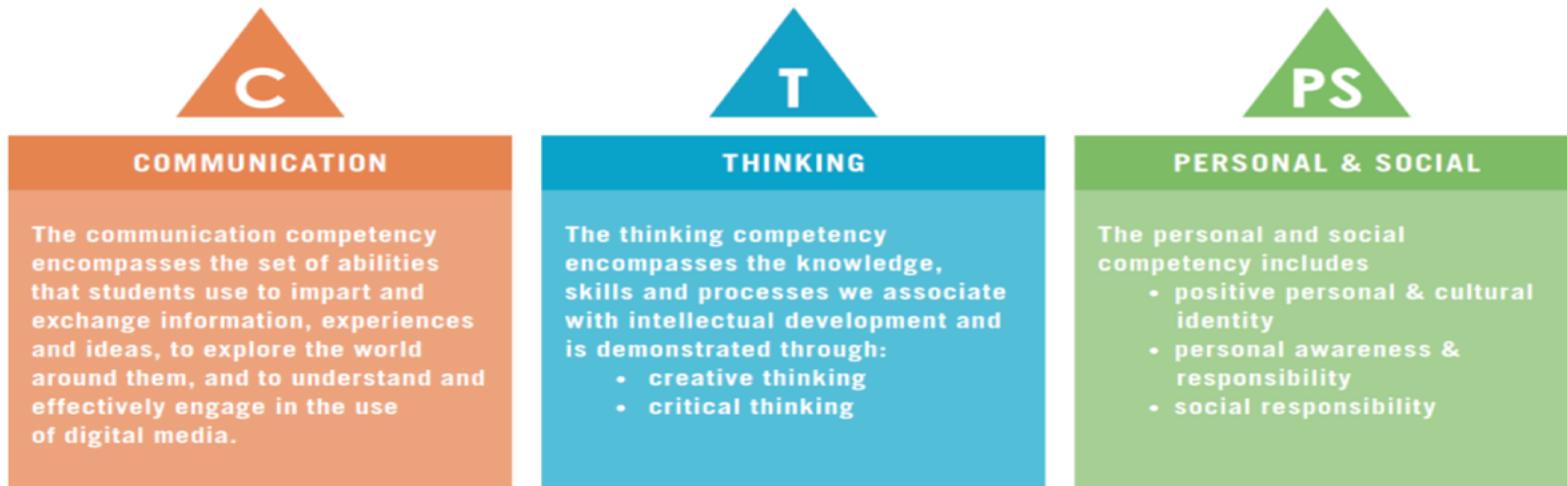
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"The truth about stories is, that's all that we are."
- Thomas King, Cherokee Nation

English First Peoples 12 is a course intended to strengthen and develop your literacy (reading, listening, viewing, writing, speaking, representing) and critical thinking skills with a focus on **Indigenous Literature**. In this course, we will explore the theme of **time** (Time as Cyclical, Time as Memory, and Time as Power). We will be using Indigenous literature, in addition to comparative works by non-Indigenous authors, to better understand the way time impacts and influences our world/self/etc. **Successful completion of this course is required for graduation**

CORE COMPETENCIES

COMMUNICATION

The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

THINKING

The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and is demonstrated through:
- creative thinking
- critical thinking

PERSONAL & SOCIAL

The personal and social competency includes
- positive personal & cultural identity
- personal awareness & responsibility
- social responsibility

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.	First Peoples voices and texts play a role within the process of **Reconciliation**.

Learning Standards

Curricular Competencies	Content
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	*Students are expected to know the following:*
Comprehend and connect (reading, listening, viewing)	**A wide variety of BC, Canadian, and global First Peoples texts**
• Analyze how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews	**A wide variety of text forms and genres**
• Access information for diverse purposes and from a **variety of sources** and evaluate its **relevance**, accuracy, and **reliability**	**Common themes in First Peoples literature**
• Select and apply appropriate **strategies** in a **variety of contexts** to guide inquiry, extend thinking, and comprehend texts	**Reconciliation in Canada**
• Analyze how **different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages**	**First Peoples oral traditions**
• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts	• the **legal status** of First Peoples oral traditions in Canada
• Recognize and identify **personal, social, and cultural contexts, values, and perspectives** in texts, including gender, sexual orientation, and socio-economic factors	• purposes of oral texts
• Appreciate and understand how **language constructs and reflects personal, social, and cultural identities**	• the relationship between oral tradition and land/place
• Construct meaningful personal connections between self, text, and world	**Protocols**
• Demonstrate understanding of the role of **story** and **oral traditions** in expressing First Peoples perspectives, values, beliefs and points of view	• protocols related to **ownership and use of First Peoples oral texts**
	• **acknowledgement of territory**
	• **situating oneself in relation to others and place**

- Understand and evaluate how literary elements, techniques, and devices enhance and shape meaning and impact
- Analyze the diversity within and across First Peoples societies as represented in texts
- Assess the authenticity of First Peoples texts
- Analyze the influence of **land/place** in First Peoples texts
- Examine the significance of terms/words from First Peoples languages used in English texts
- Discern nuances in the meanings of words, considering social, political, historical, and literary contexts
- Identify bias, contradictions, distortions, and omissions

Create and communicate (writing, speaking, representing)

- Respectfully **exchange ideas and viewpoints** from diverse perspectives to build shared understandings and extend thinking
- Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for a **range of purposes**
- Select and apply appropriate oral communication formats for intended purposes
- Express and support an opinion with evidence
- Respond to text in personal, creative, and critical ways
- Use **writing and design processes** to plan, develop, and create engaging and meaningful texts for a variety of purposes and **audiences**
- Assess and **refine texts to improve clarity, effectiveness, and impact**
- Experiment with genres, forms, or styles of texts
- Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context
- Transform ideas and information to create original texts, using various genres, forms, structures, and styles
- Recognize intellectual property rights and community protocols and apply as necessary

- processes related to protocols and expectations **when engaging with First Nations communities and Aboriginal organizations**

Text features and structures

- narrative structures, including **those found in First Peoples texts**
- form, **function**, and genre of texts
- elements of visual/graphic texts

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**
- presentation techniques

Language features, structures, and conventions

- **features of oral language**
- **elements of style**
- **language change**
- syntax and sentence fluency
- **rhetorical devices**
- **usage** and **conventions**
- **literary elements and devices**
- literal and inferential meaning
- **persuasive techniques**
- citations and **acknowledgements**

ASSESSMENT

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
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: • Where am I currently at in my learning? • Where am I going? • How am I going to get there? Examples of formative assessment: participation, homework, smaller assignments, minor group work, quizzes, etc	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. Examples of summative assessment: orals/presentations, formal and informal essays, projects, tests, etc

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.

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)