

English First Peoples 12 Course Outline

Ms. Toth

Email: toth_m@surreyschools.ca

Room: C210

Classroom Website: we will use teams

Welcome to English First Peoples (EFP) 12! My name is Ms. Toth, and I am an English teacher here at Panorama Ridge.

This year is an exciting journey in the realm of the EFP 12 classroom. Not only does this course fulfill your Indigenous graduation requirement, but we will be delving into the world of gripping literary genres such as short stories, novels, drama, poetry, and non-fiction prose to explore stories of Indigenous peoples in Canada. Our course theme will be “voices across time” where we will explore Indigenous perspectives of identity, resilience, and reconciliation in a past-present-future model. Furthermore, you will be polishing and refining your writing, speaking, listening, and critical thinking skills to help prepare you for whatever you may be doing after high school and for the final literacy assessment. Please see below for an account of this semester’s events and my expectations for the classroom.



Area of Learning: ENGLISH FIRST PEOPLES — EFP

Grade 12

Ministry of Education

BIG IDEAS

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| 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 . |
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Course Content:

EFP 12 will include with the following topics:

- Genres such as short stories, a novel study, poetry, and non-fiction.
- Study of the history of Indigenous peoples in Canada
- Subject specific Terminology
- The writing process from draft to published work
- Grammar and style

Materials you will need:

- 3 ring binder with at least 6 dividers
- Lined paper
- Pens (blue/black and red) and pencils
- Whiteout/erasers
- A coil notebook for your learning log

Assessment/Evaluation:

Students will receive two formal reports (report cards) and an informal report (interims).

I will be marking students' assignments on proficiency scales; students should use these to notice where they are excelling and where they need further growth on assignments. Assessments will include in class writing, discussions, reading assessments, journals, and semester long projects. If there are any questions regarding student progress, parents AND students should contact me immediately for further support.

Marks will be awarded as follows:

- Individual Achievement in class 100%
- Literacy assessment 0%

Website: You may keep up to date on what we do each day in class on teams. I will try my best to keep it updated with what we do in class each day, along with handouts.

Homework: Homework is assigned when it supports the learning of the day's topic. Homework is due at the beginning of the class which it is due. I will be completing homework checks to keep students accountable. There will also be occasional roll assignments and learning checks at the beginning of class which will be based off of the previous day's lesson to check students' understanding.

Classroom Expectations: In addition to the school's code of conduct, I have included some specific expectations for behaviour in the classroom to ensure that everyone has an equal opportunity to learn to their full potential. The basic classroom rules include:

1. Attendance—

- If you are sick, your parents MUST contact the school right away, you will contact a fellow student or check the website to find out what was missed, and bring a note the next day.
- If you miss an in class assessment (learning check or celebration) you must see me immediately to reschedule on a makeup day.
- Collect handouts that you have missed BEFORE class starts
- Any students missing school on extended vacations are solely responsible for catching up on missing work.

2. If you are Late...

- If you are late, quietly take your seat and join in the activity when you are let in.
- You are on time if you are sitting at your desk ready to work when the bell rings.
- You are late if you are walking into class or to your seat when the bell rings or chatting

3. RESPECT – yourself, your peers, your teacher and the classroom. This includes listening when others are speaking!

4. RESPONSIBILITY – come to class prepared every day. That means bringing your own supplies (pencils, silent reading book, binder ect.), homework complete and a mind that is ready to learn.

5. TENMINUTERULE:

- Arrive on time (before the bell), and stay for the first 10 minutes to find out the lesson's focus.
- No bathroom or water breaks.
- Stay in the room for the last 10 minutes to find out about homework, upcoming events and a review of the lesson.

6. Cell phones and electronic devices: OFF/silent and put away in your bag. My cell phone policy is:

- First offense: Verbal Warning
- Second offense: I will keep your phone until 3pm locked in the filing cabinet.
- Third offense: Your phone will be given to a Vice Principal and must be collected by your parent at the end of the day.

7. Consequences:

- 5-minute detention for supply rental (pens/pencils/calculators)
- Recurring unexcused absences/lates/ behavioural issues: contact home and referral to office.

Please fill out the following form to confirm that you have read the course outline with your parents. It is important that your parents include their email/contact information. This must be submitted for a homework credit.

I have read and understand the above classroom contract/outline and agree to take responsibility for my own learning and respect all others in the classroom community.

Student Signature

Parent/Guardian Signature

If you have any questions regarding this semester or your child's progress, please feel free to contact me. I look forward to a successful semester.

Thank you,

Ms. Toth

toth_m@surreyschools.ca