

ENGLISH FIRST PEOPLES 12 ONLINE– COURSE OUTLINE

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CLOC Learning Center Hours: Mon-Fri 10am-2pm and Mon-Thurs 4pm-9pm. Students may come in to work or to write tests anytime the learning center is open.

My availability at CLOC is Mon, Wed, and Thurs 10-2, Mon 4-9 and Tues 4-8.

Description

The course is grounded in the First Peoples Principles of Learning. It is designed for all students, Aboriginal and non-Aboriginal, who are interested in delving deeply into First Peoples oral and written literature and visual texts in a range of media. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text, including oral story, poetry, song, performance, film, and prose. A key feature of the course is its focus on authentic First Peoples voices (i.e., historical or contemporary texts created by or with First Peoples). In EFP 12, all students:

- examine texts grounded in a diversity of First Peoples cultures, including local First Nations or Métis communities
- extend their capacity to communicate effectively in a variety of contexts
- think critically and creatively about the uses of language
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that have shaped and continue to shape their own identities
- appreciate the importance of self-representation through authentic First Peoples text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understandings of what it means to be educated Canadian and global citizens

While the focus in EFP 12 is primarily on First Peoples voices from British Columbia, students also engage with texts that reflect First Peoples perspectives from elsewhere in Canada and throughout the world.

Evaluation

All tests are written at the Learning Centre under the supervision of an instructor.

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

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

- Comprehend and connect (reading, listening, viewing)**
- Analyze how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews
 - Access information for diverse purposes and from a **variety of sources** and evaluate its **relevance, accuracy, and reliability**
 - Select and apply appropriate **strategies** in a **variety of contexts** to guide inquiry, extend thinking, and comprehend texts
 - Analyze 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
 - Appreciate and understand how **language constructs and reflects personal, social, and cultural identities**
 - Construct meaningful personal connections between self, text, and world
 - Demonstrate understanding of 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
 - Analyze the diversity within and across First Peoples societies as represented in texts

Content

Students are expected to know the following:

- A wide variety of BC, Canadian, and global First Peoples texts
- A wide variety of text forms and genres
- Common themes in First Peoples literature
- Reconciliation in Canada
- First Peoples oral traditions
 - the legal status of First Peoples oral traditions in Canada
 - purposes of oral texts
 - the relationship between oral tradition and land/place

Protocols

- protocols related to **ownership and use of First Peoples oral texts**
- acknowledgement of territory**
- situating oneself in relation to others and place**
- processes related to protocols and expectations **when engaging with First Nations communities and Aboriginal organizations**

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • 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 <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • 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 	<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 • elements of visual/graphic texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes • presentation techniques <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • 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

ENGLISH FIRST PEOPLES 12 SELF-PACED ONLINE CLOC SD#43 - COQUITLAM

English First Peoples 12 Score Report

Instructor: Karen Jogha kjogha@sd43.bc.ca

Name _____ Active Date: _____
Completion Date: _____

UNIT	ASSIGNMENTS/TESTS	MARK	%	WEIGHT	DATE
1	Peoples				
	Traditional Greeting and Cultural Differences			/5	
	"The Reason you Walk" – Pre-reading planner & reflection			/2	
	Video book report			/5	
	Writing a memoir- planner			/2	
	Memoir – final draft			/5	
	TOTAL			/19	
2	Voices				
	Spoken Word reflection			/5	
	Music/performance reflections OR Poetry Series Assignment			/3	
	Poetry quiz @ CLOC			/5	
	TOTAL			/13	
3	Stories				
	Metis, Inuit, First Nations OR Global First Peoples Literary Paragraph (CHOOSE ONE)			/4	

	Compare and Contrast Essay - Planner			/2	
	Compare and Contrast Essay - final draft	/30		/5	
	Unit 3 test @ CLOC	/36		/4	
	TOTAL			/15	
4	Texts				
	Film Review			/5	
	Symbolism Study			/4	
	Theme study response			/4	
	TOTAL			/13	
5	Past Present Future				
	Letter to the Wenjacks			/2	
	ReconciliACTIONS			/3	
	Calls to Action Report Card and Reflection			/5	
	TOTAL			/10	
	FINAL EXAM			/30	
	ENGLISH FIRST PEOPLES 12 FINAL MARK			/100	

