



# North Vancouver Online Learning

## **Course Plan:** English First Peoples Literary Studies & Writing 11

### **COURSE DESCRIPTION:**

English First Peoples Literary Studies & Writing 11 is a course grounded in the First Peoples Principles of Learning and is open to both Aboriginal and non-Aboriginal students. This course will explore First Peoples oral, written and visual texts in order to gain a deeper and clearer understanding of aspects of First Nations culture, story telling and experience. The course will focus on authentic First Peoples voices in a variety of forms, which may include oral story, poetry, song, performance, film and prose.

### **BIG IDEAS:**

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

**The exploration of text and story deepens understanding of one’s identity, others, and the world**

**First Peoples literature plays a role within the process of Reconciliation**

**People understand text differently depending on their worldviews and perspectives**

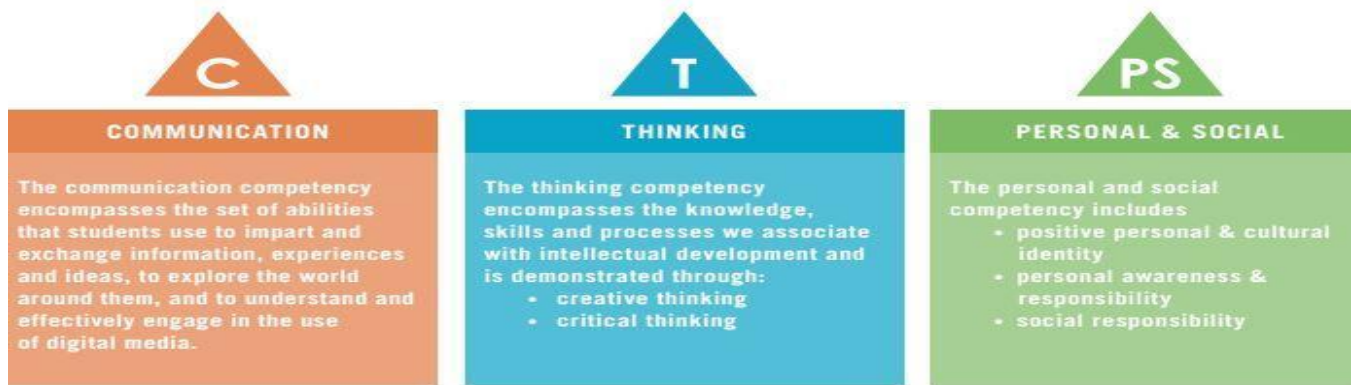
**First Peoples texts and stories provide insight into key aspects of Canada’s past, present, and future**

**Texts are socially, culturally, geographically and historically constructed**

**Self-representation through authentic First Peoples text is a means to foster justice**

### **CORE COMPETENCIES:**

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



### **COURSE EXPECTATIONS:**

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course
- Students must read all the information and attempt all the activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Moodle message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or work created by AI.

## **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 the influence of **land/place** in First Peoples texts
- 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

### **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

**Substantive Student Course Activities will cover the following Learning Outcomes (Curricular Competencies)**

- Construct meaningful personal connections between self, text, and world
- 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**

**These are 3 of the 26 learning outcomes in the course curriculum, which comprises 11% of the course Learning Outcomes/Activities. (3/27 = 11 %)**

**LEARNING STANDARDS: Course 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

- 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

#### Strategies and processes

- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes

#### Language features, structures, and conventions

- 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

### **UNIT OVERVIEWS:**

#### ***Unit 1: Peoples***

**Big Idea:** The exploration of text and story deepens understanding of one's identity, others, and the world.

**Core Competency:** Communication

**First Peoples Principle of Learning:** Learning is embedded in memory, history, and story

*In this unit, students will understand the importance of place and cultural differences among First Nations people. Students will learn the importance of personal story and identity and learn to plan, draft and write an editorial. Students will also learn about the different Peoples within the Indigenous Peoples' umbrella.*

## ***Unit 2: Voices***

**Big Idea:** People understand text differently depending on their worldviews and perspectives

**Core Competency:** Personal/Social

**First Peoples Principle of Learning:** Learning involves the role of Indigenous knowledge

*In this unit, students will understand the importance of oral tradition using the rich knowledge of elders in understanding Indigenous histories. Students will conduct an interview with an elder.*

## ***Unit 3: Stories***

**Big Idea:** First Peoples texts and stories provide insight into key aspects of Canada's past, present, and future.

**Core Competency:** Thinking

**First Peoples Principle of Learning:** Learning is holistic, reflexive, reflective, experiential, and relational (focussed on connectedness, on reciprocal relationships, and sense of place).

*In the unit, students will explore Indigenous storytelling traditions spanning the globe – including Metis stories and Inuit Stories. Students will create an original Narrative.*

## ***Unit 4: Texts***

**Big Idea:** Self-representation through authentic First Peoples text is a means to foster justice.

**Core Competency:** Communication

**First Peoples Principle of Learning:** Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning involves recognizing the consequences of one's own actions.

*In this unit, students will use film to explore common Indigenous themes and symbolism. Students will script, storyboard and create their own documentary.*

## ***Unit 5 – Contexts***

**Big Idea:** Texts are socially, culturally, geographically, and historically constructed.

**Core Competency:** Personal/Social

**First Peoples Principle of Learning:** Learning is embedded in memory, history, and story

*Students will study a variety of Indigenous Peoples poets. Students will plan, draft and create an original Playlist.*

## ***Unit 6: Past, Present and Future***

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

**Core Competency:** Thinking

**First Peoples Principle of Learning:** Learning involves recognizing the consequences of one's actions. Learning involves patience and time.

*Students will learn and reflect on the importance of Reconciliation and the Reconciliation process. Students will then create a reflection or report card assessing progress on the Calls to Action.*

### **STUDENT LEARNING ACTIVITIES AND STRATEGIES:**

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
  - Essay/multi-paragraph writing
  - Paragraph writing
  - Poetry reflections/writing
  - Verbal speeches/marketing ideas
  - Projects using a variety of technology
  - Podcasts, digital recordings
  - Presentations using a variety of tools (PowerPoint, Glogs, Prezi etc)
  - Blogs

### **ASSESSMENT:**

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-

assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsc44curriculumhub.ca/assessment/>

**Formative may include:**

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

**Summative may include:**

- Assignments – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Tests to check for comprehension, analysis, and synthesis of course learning

**EVALUATION:**

<b>Evaluation</b>	<b>Percentage of Final Mark</b>
<b>Assignments</b>	60%
<b>Tests and Quizzes</b>	40%
<b><i>Course Total</i></b>	100%

**RESOURCES:**

There may be some required texts for this course, which will be available either online or can be signed out from the teacher. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The OL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.