



North Vancouver Online Learning

Course Plan: English First Peoples 12

COURSE DESCRIPTION:

English First Peoples 12 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 as well as look at issues around Reconciliation.

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.

**Self-representation through authentic First Peoples text is a means to foster justice
The exploration of text and story deepens understanding of one’s identity, others,
and the world**

Voice is powerful and evocative

**Oral and other texts are socially, culturally, geographically and historically
constructed**

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

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

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 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
- 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

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

- Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors
- Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes
- Construct meaningful personal connections between self, text, and world

These are 3 of the 27 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
- 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

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

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 a personal memoir.

Unit 2: Voices

Big Idea: Voice is powerful and evocative

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 and reflect on spoken word poetry, music and performance in conveying a message. Students will plan, script and create a personal podcast.

Unit 3: Stories

Big Idea: Oral and other texts are socially, culturally, geographically, and historically constructed

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 formal literary paragraphs and plan, draft and create a Compare and Contrast essay.

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: Past, Present and Future

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

Evaluation	Percentage of Final Mark
Assignments	60%
Tests and Quizzes	40%

<i>Course Total</i>	100%
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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.