

English First Peoples 11 Course Outline

“All that we are is story. From the moment we are born to the time we continue on our spirit journey, we are involved in the creation of the story of our time here. It is what we arrive with. It is all we leave behind. We are not the things we accumulate.” –Richard Wagamese

Course Description

English First Peoples is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Through the study of literature and the processes of experimenting with, reflecting on, extending, and refining their writing, students:

- extend their capacity to communicate effectively in a variety of contexts
- deepen their understanding of themselves and the world
- expand their understanding of what it means to be educated Canadian and global citizens

This course directly fulfills the Truth and Reconciliation Commission (TRC) and “United Nations Declaration on the Rights of Indigenous People” (UNDRIP) calls to action.

From TRC:

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.

From UNDRIP:

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

First Peoples Principles of Learning:

The First Peoples Principles of Learning were articulated by Indigenous Elders, scholars and knowledge keepers to guide the development of the curriculum and teaching of the English First Peoples course created by the BC Ministry of Education and First Nations Education Steering Committee in 2006/2007. The First People's Principles represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Nations societies. It must be recognized that they do not capture the full reality of the approach used in any single First Peoples' society. From <http://www.fnesc.ca/first-peoples-principles-of-learning/>

The Principles are as follows:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

As we collectively attempt to honour these principles, this class may feel different than other classes. Students will be asked to engage meaningfully with their identity, communities, and connection to place. There will be a greater focus on discussion, collaboration, and self-reflection. Students are encouraged to practice curiosity, humility, and reciprocal respect for all members of our learning community, the course material, and most importantly, for themselves.

Captivating Content: (An opportunity to discuss the truths)

The role of the author and artist is to reflect and challenge, to change the reader, to create empathy through shared experiences. Due to the nature of English Language Arts courses, students will encounter texts that address the full spectrum of lived experiences. As well as assertion of joy, humour, and resilience, this course will also address topics which are emotionally challenging, as it examines meaningful and diverse primary sources. Topics explored will include diverse views on gender roles; racism, and systemic discrimination; power, and societal structure; and sexuality, sexual orientation and gender identity, as these are all aspects of our lived realities.

Big Ideas

The exploration of text and story deepens understanding of one's identity, others, and the world.	Oral and other texts are <u>socially, culturally, geographically, and historically constructed.</u>	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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First Peoples English 11 offers various texts (short stories, poems, films, non-fiction, novels, etc.) to appeal to a variety of interests and abilities, and to impart the ability to comprehend and connect to literature and each other, to society and our literary history. Students will continue to develop strategies and processes around text, and will be expected to master oral and written language features, structures, and conventions appropriate to grade level, along with a thorough exploration of writing in a variety of media.

Core Competencies and Skills:

Activities:

1. Note-taking/active listening
2. Responding to literature in writing/creative writing/structured writing
3. Group discussion
4. Oral contributions to class discussions
5. Oral presentations
6. Independent reading

Assessment: Formative and Summative

Formative assessment is assessment *as* learning, or “any assessment for which the first priority in its design and practice is to serve the purpose of promoting students’ learning [and is] used to adapt the teaching work to meet learning needs” (Black, Harrison, Lee, Marshall, & Wiliam, 2002, p. 10). Formative assessments will include peer review, daily writing samples, class discussion, and various other pre-writing activities.

Summative assessment is assessment *of* learning, or, “assessment that focuses on skills, strategies, and concepts that students have had multiple opportunities to develop and practise” (Earl, 2003).

1. Collaborative and Experiential Work & Projects
2. Writing, Speaking, Listening, and Reading
3. In-class Essays & Compositions

Expectations and responsibilities:

Successful students...

- attend class.
- arrive to class on time.
- behave respectfully towards staff and students.
- actively participate.
- work to the best of their ability.