

## English First Peoples 11 Course Outline

Teacher: Kelly Pershick

Email: [kpershick@sd44.ca](mailto:kpershick@sd44.ca)

*"I want to listen deeply enough that I hear everything and nothing at the same time and am made more by the enduring quality of my silence. I want to question deeply enough that I am made more not by the answers so much as my desire to continue asking questions. I want to speak deeply enough that I am made more by the articulation of my truth shifting into the day's shape. In this way, listening, pondering and sharing become my connection to the oneness of life, and there is no longer any part of me in exile." –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 an educated Canadian and a global citizen

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 Peoples 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

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

### **MATERIALS FOR CLASS**

Binder/paper, pen/pencil/highlighter, necessary texts.

### **HOW TO BE SUCCESSFUL**

- attend all classes
- participate
- complete all assigned work on time
- read/review on a nightly basis
- seek help when needed
- respect yourself and others

### **LATE ASSIGNMENTS**

Please ask at least one day ahead of time if you need an extension on your assignments. Any assignment that is over one-week late will receive a mark, but it will not receive any feedback. Assignments not handed in will have to be completed during Review and Completion at the end of the semester.

## **STUDENT ABSENCE**

Students absent from class **must take the initiative** to make arrangements for missed tests, assignments etc. **The onus is on the student to remain up to date with all assignments.** An absence does not exclude a student from any assigned work.

## **ELECTRONICS**

Across all NVSD secondary schools, access to and use of personal digital devices will not be permitted during instructional time. At the teacher's discretion, and after a meeting with parents and counsellors, an exemption may be made when the use of such devices supports a specific curricular objective and is part of instructional planning.

## **PLAGIARISM AND CHEATING**

Any student caught plagiarizing or cheating will receive a zero for that assignment and will not be given an opportunity to make up the mark.

## **OFFICE HOURS**

Tutorial sessions from 8:30-9:05. Each day includes flex-time for the first 5 minutes of class to allow students to receive additional help and attend to any other personal needs.

## **RESPECT**

Any form of discrimination, bullying, and/or disrespect will not be tolerated. Everyone has the right to feel safe, equal, and valued. This is non-negotiable.