

# English First Peoples 11

Ms. Sherman



Room E407



## Description

The English First Peoples 11 Writing course focuses on exploring and understanding Indigenous perspectives through a diverse range of literary forms and styles. Students will engage with contemporary and traditional texts created by First Peoples authors, including stories, poetry, and essays. Emphasis is placed on developing writing skills that reflect personal, cultural, and community contexts. Through critical analysis and creative expression, students will deepen their appreciation of Indigenous narratives and enhance their abilities to communicate effectively in various written forms. This course fosters respect for Indigenous knowledge and encourages students to explore their own voices in writing.



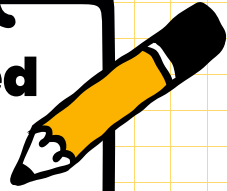
## Plagiarism & Cellphones

Windsor has a zero-tolerance policy against plagiarism. Plagiarism includes, but is not limited to, using any form of AI without permission, using someone else's work as your own, and/or not citing your sources.

Assignment will not receive a mark & students will be required to attend RCE days to re-do them. Cellphones are not permitted as per the new NVSD policy unless otherwise specified.

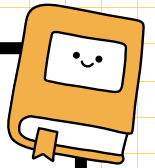
## Materials Needed

- 3 ring binder or folder
- Lined paper
- Pencils, pens, & highlighters
- Journal (provided)
- Laptop/tablet \*



## Units of Study

1. Intro (historical context - terminology & theory)
2. Novel Study
3. Essays
4. Poetry



## Contact

[csherman@sd44.ca](mailto:csherman@sd44.ca)

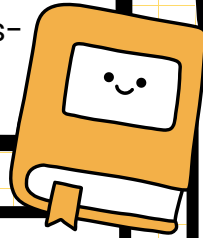


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## First People's Principles of Learning

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-oflearning/>.



## Late Work

Work is expected to be handed in on assigned due dates. Work that is missing or handed in late must be completed on Review and Completion days. Repeated late work will result in a consultation with parents, counsellors, and/or administration. Late and missing work may impact the final grade achieved in this course.

## Captivating Content

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 any English language arts course, 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, misogyny, and systemic discrimination; power, and societal structure; and sexuality, sexual orientation and gender identity, as these are all aspects of our lived realities.

## Student Expectations

This classroom is a safe place for all people. During this semester, there is an expectation that all students treat their peers and themselves with kindness and respect. This classroom is a space where individualism is supported and encouraged, and it is my hope that everyone who enters this classroom feels a sense of belonging. Students are expected to come to class prepared every day.

