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Course	English First Peoples 12
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### **Course Description:**

English First Peoples 12 builds on and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. The course is grounded in the First Peoples Principles of Learning. It is designed for all students, Indigenous and non-Indigenous, who are interested in delving deeply into First Peoples oral and written literature and visual texts in a range of media. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of texts, including oral story, poetry, song, performance, film, and prose. A key feature of the course is its focus on authentic First Peoples voices (historical or contemporary texts created by or with First Peoples). In EFP 12, all students:

- examine texts grounded in a diversity of First Peoples cultures, including local First Nations or Metis communities
- extend their capacity to communicate effectively in a variety of contexts
- think critically and creatively about the uses of language
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that have shaped and continue to shape their own identities
- appreciate the importance of self-representation through authentic First Peoples text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understanding of what it means to be educated Canadian and global citizens

While the focus in EFP 12 is primarily on First Peoples voices from British Columbia, students also engage with texts that reflect First Peoples perspectives from elsewhere in Canada and throughout the world.

(<https://curriculum.gov.bc.ca/curriculum>)

### **Assessment:**

Assessment will be based on various assignments; there are not tests in the course. Students' final grades will be based on their work as a whole.

**Units covered:**

Independent Novel Study	Land & Place
Individual Inquiry / Self	Interconnectedness / Community
Indigenous Knowledge	Roles & Responsibilities
History & Story	Reconciliation

**Resources:**

All resources are provided within the course. Students will need reliable access to the Internet and will be required to use some online tools. Students will have to get a novel for the novel study unit.

**Communication:** Assignments are submitted directly through your Brightspace course. Regular communication with your teacher is key to success in an online course. Message, email, or call your teacher for help whenever necessary.

**Goalsetting:** This course is self-paced and self-directed. Students should plan on working 5-6 hours a week on this course. It is highly recommended that students create a schedule of monthly, weekly, and even daily goals. Contact your teacher if help is needed doing this.

**Learning Standards:** The activities in this course are designed to address the Curricular Competencies as outlined in the BC Ministry of Education's English First Peoples 12 curriculum.

**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

### ***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](#)

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