

English First Peoples 12: Course Outline

What are the BIG IDEAS in English First Peoples (EFP) 12?

EFP 12 provides students with opportunities to explore the experiences, values, beliefs, and lived realities of First Peoples in Canada through various texts. All students will:

- examine texts grounded in diverse First Peoples and Metis communities;
- expand their ability to communicate in various forms;
- think critically and creatively about language use in various text forms;
- gain insight into diverse identity development; and
- contribute to reconciliation by building a greater understanding of knowledge and perspectives of First Peoples.

Inquiry Questions:

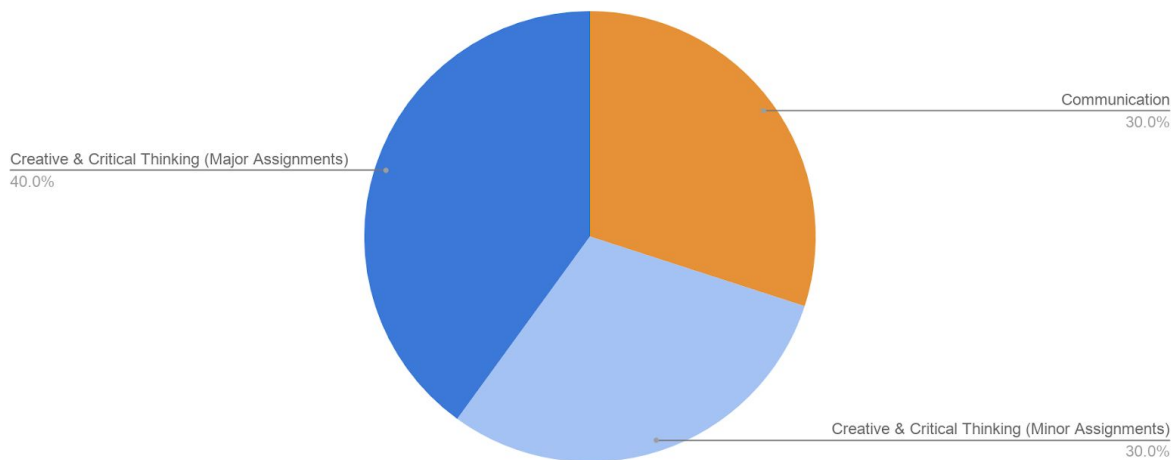
1. How is voice used as a tool for truth and reconciliation?
2. How are identity and texts connected to truth-telling?

Thematic Units to answer the Inquiry Question:

Theme	Possible Texts	Assignments
Oral Traditions and Stories (Connecting to Land and Place)	<i>Guest Speakers</i> <i>The Truth About Stories</i>	The Truth About Stories Responses Choice Assignment - Family Story or Classification Essay
Poetry (Community, Family and Elders)	<i>Various texts</i>	Personal Response Journal Boxed Voice Project
Short Stories (Experiences of colonization)	<i>Various texts</i>	Personal Response Journal Choice Assignment - Thematic Essay or Creative Narrative
Drama and Film Studies (Humour and Identity)	<i>Only Drunks and Children Tell the Truth</i> <i>Hank Williams First Nation</i>	Body Biographies and Summary Questions Character Analysis Synthesis Essay
Literature Circles (Spirituality, Wisdom and The Role of the Trickster)	<i>Son of a Trickster</i> <i>Strangers</i> <i>Motorcycles and Sweetgrass</i>	Literature Circle Activities Guide (w/self assessment) Journal of Quotations Book Trailer
Art & Multimodal Expression (Experiences of decolonization, resilience & reconciliation)	<i>The Outside Circle (Graphic Novel)</i>	Stations
Identity-Text Project		Final Project

Course Evaluation

The two terms are cumulative and weighted in the following way:



1. *Communication* (presentations, in-class discussions, Socratic circles, group discussion)
2. *Creative & Critical Thinking - Minor Assignments* (response journals, in-class written assignments, USSR)
3. *Creative & Critical Thinking - Major Assignments* (projects, formal paragraphs, multi-paragraph responses and essay's)

Assignments

You will receive a variety of assignments in order to express your learning and understanding in the course. Some assignments will be marked for completion while others will be marked for quality of thoughts and ideas. You will have plenty of opportunity to showcase your learning through your assignments and student-teacher conferences. All assignments will include a marking rubric, as well as self-evaluation rubrics, in order to engage in goal setting and self-regulation. If my expectations are unclear, please make sure to come see me and ask questions in order for you to be as successful as possible

Extensions and Late Assignments

All assignments are expected to be handed in on the designated due dates. If you foresee an issue with the due date **prior to the due date**, then please come see me so that we can discuss an extension. Consequences for submitting work late without receiving an extension are as follows:

1. Work will only be accepted until I have marked and returned the assignment; after that you can no longer submit that assignment. If you would like to make up the assignment you can come talk to me about an alternative;
2. No feedback on your assignment;
3. Your effort mark may be reduced to an S or N.

Academic Dishonesty (Plagiarism)

Plagiarism in assignments includes (but is not limited to): *claiming, submitting or presenting another person's substantial contributions, assistance, edits or changes to an assignment as one's own*. As a rule, DO NOT copy someone else's work, allow someone to copy your work, or copy ideas or written work from the internet without citation. Any form of plagiarism or cheating will result in a zero, contact home, a conversation with your counsellor and / or administrator, and an N for effort mark. Further information and workshops will be given on how to appropriately cite sources and information to help you avoid this issue.

Classroom Expectations (Personal Awareness & Responsibility and Social Responsibility)

Part of building student success under BC's Core Competencies is learning key aspects of Personal Awareness and Responsibility and Social Responsibility (<https://curriculum.gov.bc.ca/competencies>). This includes accepting responsibility for your actions, learning to organize your time, advocating for your own learning, setting learning goals and priorities, and contributing positively to the classroom community (*Self-Regulation* "I can take ownership of my goals, learning, and behaviour" Personal Awareness & Responsibility, pg.3). Below are key areas in which you will be expected to demonstrate the Core Competencies of Personal Awareness & Responsibility and Social Responsibility:

Attendance

Attendance is key to success. Learning comes from participation, experience, and discussion with others. If you are absent, it is your responsibility to notify me and to catch up on work you missed. All information for the course will be on the course website: msbrownswebpage.weebly.com and on Google Classroom through your gedu account. If your absence is unexcused contact home will be made.

Classroom as a Community




- Please arrive to class on-time and ready with all your materials
- Respect your classmates and the classroom by using appropriate language and leaving the classroom tidy
- If you must leave the room (ie. bathroom), wait until there is a break in the discussion, and quietly ask. Only one student at a time.
- Food and drinks are fine as long as you clean-up after yourself, all extra garbage ends up in bins, and the food/drink doesn't become a distraction. If you are using my drink station please make sure that you clean-up after yourself and wash any mugs you borrowed.
- Cellphones are not to be used during instructional time unless otherwise indicated. If you struggle to self-regulate your cell phone usage, and it is distracting, I have a self-regulation bin and charging station where your phone can make a home during class period.

Ms. Brown
msbrownswebpage.weebly.com

Name: _____

In any case where issues arrive regarding attendance, assignments, evaluation, or classroom expectations students will be asked to have a meeting with myself to discuss a plan to move forward. Following this plan, parents/guardians and school counselors, will also be notified. Student's will be referred to administration if unable to meet the goals and plans agreed upon.

Course Resources

	<p>Ms. Alexis Brown</p> <p><u>abrown@sd73.bc.ca</u></p> <p>Course Website: msbrownswebpage.weebly.com</p> <p>NorKam Secondary School</p> <p>(250) 376-1272</p>
	<p>Google Classroom</p> <p>Class Code: _____</p> <p>Sign-up with gedu account</p>
	<p>Student gedu account information</p> <p>Login: <u>firstname.lastname@gedu.sd73.bc.ca</u></p> <p>Password: sd+student number (ie. sd123456)</p>

I am available for help before school and at lunch time. After school appointments must be made with me ahead of time. Please come talk to me if you are confused, overwhelmed, or just want to say hi.