

Course: English First Peoples 10/11
Semester: 1

Teacher: Miss Ashley
Year: 2014-2015

English First Peoples 10/11 : Course Outline

Welcome! English 10-11 First Peoples is intended for both Aboriginal and non-Aboriginal students. It is an exploration of First Peoples' various world views through the study of literary, informational, and media text with local, Canadian, and international First Peoples' content. This course focuses on the varied experiences, values, beliefs, and lived realities of First Peoples as shown in various forms of text – including oral story, speech, poetry, dramatic works, film, and prose (both fiction and non-fiction).

EFP 10 is an equivalent to English 10 and students will develop the English language and literacy skills and capacities they must have in order to meet British Columbia graduation requirements. It is one of two provincial courses available for students to satisfy the grade 10 English language graduation program requirement. EFP 10 has a graduation provincial program examination worth 20% of the final course mark. All students taking EFP 10 are required to write the examination in order to receive credit for the course.

EFP 11 is an equivalent to English 11 and students will develop the English language and literacy skills and capacities they must have in order to meet British Columbia graduation requirements. The course continues on with the concepts covered in EFP 10, and builds on them. Since these two courses are being taught together aspects from both courses will be covered. EFP 11 does not have a provincial exam, however there will be a final presentation of learning required that will have exam components to it.

A key feature of this course is the focus on texts that represent authentic First Peoples' voices (i.e. historical or contemporary texts created by, or with, First Peoples). During this course students will be reading, listening to, viewing, and studying various types of literature including **stories, novels, poetry, and drama**. Students will also work on improving their writing skills in various forms of composition including **formal research writing, creative writing, literary, narrative, persuasive, and expository essays, and technical writing**. Studies of grammar and literary terminology will be ongoing.

Units covered

Students' attention will be drawn to recurring themes that are characteristically a part of the worldview of many First Peoples, and will include units dealing with:

- Traditional stories
- The oral tradition in Mi'kmaq Society
- Childhood through the eyes of Indigenous Writers
- Where I Belong? Explorations into our Sense of Belonging
- Allusion in Poetry
- Relationships
- Perspectives on Land Development Issues
- Family Bonds and Family Dysfunction
- Politicization of First Peoples
- Challenges to Identity — Colonialism and Cultural Renewal

This course is committed to learner centeredness. This means that the student bears a great deal of responsibility to engage him or herself with the material in thoughtful ways, and is expected to participate in learning in both individual work, and in small and large group situations. This course will also place an emphasis on awareness of self and others in equal measure.

Supplies needed:

*You will **need** the following supplies-2 pens (one dark blue or black and one red or green), pencil, eraser, 30 cm ruler, basic calculator, lined paper, blank paper, graph paper, 2 packages of subject dividers, a thesaurus, a*

dictionary, pencil crayons, scissors, glue stick, white out (liquid paper), 3 ring binder (1 ½ to 2 inches). You should also have a flash drive for sharing work done on the computer. If other supplies become necessary you will be informed. It would be useful for you to start saving old magazines for projects we will be doing throughout the year.

Please Note:

Students will encounter texts that address male and females roles, race, racism, social status, interpretations of “wealth” and “poverty”, violence, sexuality, and sexual orientation (including “two-spiritedness), as these are all aspects of First Peoples’ lived realities. Some topics in the books we read are of a sensitive and sometimes graphic nature.

Textbooks- Titles and books will be announced.

Evaluation Assignment evaluation will be based on the prescribed learning outcomes as outlined in the provincial Integrated Resource Package, which can be found online at :

https://www.bced.gov.bc.ca/irp/pdfs/english_language_arts/2010efp1011.pdf

Breakdown of marks

In EFP 10 a mark will be given for your course work that will be worth 80% of your final grade. The remaining 20% will be determined by your mark on the provincial exam. In EFP 11 your course work will comprise 100% of your final grade.

Your course work will be evaluated using portfolio assessment and a final presentation of learning. Practice work, assignments, course work, quizzes and tests will be compiled throughout the year and then assessed as a whole based on the learning outcomes to determine your final course mark. Your course work will be evaluated on learning outcomes for Oral Language, Reading and Viewing, and Writing and Representing. Below is a description of the evaluation tools. Assessment will be based on the learning outcomes using performance standards as a guideline. This evaluation will be cumulative and will be continually reassessed as skills improve.

Formative Assessment (Preparation & Practice)- This section will also consist of assignments that allow them to practice and prepare for final evaluation of their skills and abilities. This allows students to practice skills before final evaluation occurs. Self -evaluation and peer editing will be an important component of this mark based on performance standards and assignment rubrics. Being prepared for lessons and discussions will also be considered. Discussions and oral work are included as well. Students will be given descriptive feedback that they will be expected to apply to their work as they are learning.

Assignments and Course Work-This consists of writing assignments, classwork, projects, and presentations throughout the term.

Quizzes / Tests / Exams-This consists of quizzes, unit tests (based on one unit of study), and exams (based on several units of study).

Final Presentation of Learning-This will be a final project comprised of a series of assignments/projects and/or tests that compile an overview of the majority of learning outcomes.

Final Marks

Your final mark is cumulative and will be based on the final evaluation of your performance on the learning outcomes of the course.

Other things to remember:

Please let me know if you are having difficulties with your studies and arrange for help either during or outside of class time. Students are responsible for catching up on missed work. They should establish one or two people in the class with whom they can find out what they have missed. If students are going to be away they should let the teacher know as far in advance as possible. If possible and feasible, work will be given for the time they are away however, there is no guarantee. They may need to catch up on this work when they come back. It should also be made clear that missing too much class time will have a detrimental effect on a student's chance of success in class.

Students are expected to hand in whatever they have done for when an assignment is due. The assignment will then be marked based on what is handed in. It is not an option to not submit an assignment. As stated, students will be expected to hand in whatever has been completed at that point. The only exception to this will be if there are valid reasons for the assignment not being handed in by the required time.

If a student hands in an incomplete assignment at the time it is due, they will no longer be able to complete that assignment. In this event, it is possible for an alternate assignment to be given to students that would allow the student to demonstrate the missing learning outcomes. Alternate assignments may or may not be evaluated on a pass/fail basis. This will depend upon the circumstances and the learning outcomes involved, as well as the reason for why the assignment was incomplete. NOTE: Alternate assignments will also have deadlines that will be expected to be followed. If, after being given the chance to do an alternate assignment, the student still does not complete the work assignment they will have to hand in what they have done and be marked accordingly as being incomplete and/or not meeting expectations for the learning outcomes.

All students writing assignments must follow the writing process and include evidence of their work, including brainstorming, notes, outlines, rough drafts, editing and of course, their good copy. If these steps are not followed the student it will be considered incomplete and it will be up to the teacher's discretion as to whether the student will be allowed to redo the assignment or complete an alternate. In addition, not completing all of the steps will result in a lowered mark for the assignment as all steps are part of the learning outcomes being evaluated.

Enrichment work:

Should a student wish to do further study in a particular area related to English they may speak with the teacher and submit a proposal for their study initiative. Please note that this type of assignment would not be considered bonus work, but rather, a chance to improve a student's grades by having the chance to submit projects/assignments done at a high level of achievement. These marks would then be added into the overall mark scheme for final evaluation based on the learning outcomes.

Last note: I am requesting a valid parent email address so as to make communication quicker and more efficient. If your parents do not have an email address please bring your current home contact numbers to school. I have your student school email that I will use to send you information but if you do not want me to use your school email, please email me your preferred email address, so I can forward handouts and assignments to you. My email address is aashley@sd52.bc.ca . If for some reason this does not work you can also send it to my personal email sportyrupertgirl@hotmail.com . Please only do this after trying the school email first. This is the easiest and best way to contact me. Please let your parents know that email is the quickest and most efficient way to get in touch with me. However, if they need to phone, please phone my home phone number and leave a message, rather than phoning the school. My home number is 250-624-5492. We do have voice mail boxes at the school but it is much quicker and easier to simply leave a message on my phone at home. You can also keep track of many class handouts, assignments and helpful links on my website: aashley@weebly.com and then looking for the link to this class.

PLEASE REMEMBER REGULAR ATTENDANCE IS CRUCIAL TO YOUR SUCCESS IN CLASS!