

## **EFP LITERARY STUDIES 10 (2 credits)**

### **Description**

EFP Literary Studies 10 is designed for students who are interested in exploring First Peoples' literature in a variety of contexts, genres, and media. This area of choice provides students with opportunities to explore personal and cultural identities, histories, stories, and connections to land/place. This course is grounded in the understanding of how texts are historically and culturally constructed. Students will work individually and collaboratively to broaden their understanding of themselves and the world.

The following are possible areas of focus within EFP Literary Studies 10:

- Thematic study of First Peoples literature (e.g., family, humour, connection to land, resistance, belonging, identity)
- Locally developed First Peoples' texts
- Specific First Nations, Métis, or Inuit author study
- First Peoples' children's literature
- Storytelling in a First Peoples' context

### **Suggested interdisciplinary links:**

- Literature that challenges non-Indigenous historical narratives (Social Studies)
- Engaging in First Nations language revitalization projects (Languages)
- Song Lyrics (Arts Education)
- Dramatic literature (Arts Education)

## BIG IDEAS

<p>The exploration of <b>text</b> and <b>story</b> deepens understanding of one's identity, others, and the world.</p>	<p><b>Texts</b> are socially, culturally, geographically, and historically constructed.</p>	<p>First Peoples' <b>texts</b> and <b>stories</b> provide insight into key aspects of Canada's past, present, and future.</p>	<p>Self-representation through <b>authentic First Peoples' text</b> is a means to foster justice.</p>	<p>First Peoples' <b>texts</b> play a role within the process of <b>Reconciliation</b>.</p>
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## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view</li> <li>Recognize and appreciate the diversity within and across First Peoples' societies as represented in <b>texts</b></li> <li>Apply appropriate <b>strategies</b> in a variety of contexts to guide inquiry, extend thinking, and comprehend texts</li> <li>Construct <b>meaningful personal connections between self, text, and world</b></li> <li>Recognize and appreciate how different forms, structures, and features of texts reflect diverse purposes, audiences, and messages</li> <li>Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>Recognize <b>the impact of personal, social, and cultural identities in First Peoples texts</b></li> <li>Examine how literary elements, techniques, and devices enhance and shape meaning and impact</li> <li>Assess the authenticity of First Peoples' texts</li> <li>Identify bias, contradictions, and distortions</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>A variety of text <b>forms</b> and <b>genres</b></li> <li><b>Common themes in First Peoples' texts</b></li> <li><b>Reconciliation</b> in Canada</li> <li><b>First Peoples' oral traditions</b> <ul style="list-style-type: none"> <li>purposes of First Peoples' oral texts</li> </ul> </li> <li><b>Protocols</b> <ul style="list-style-type: none"> <li><b>protocols related to ownership and use of First Peoples' oral texts</b></li> </ul> </li> </ul> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li><b>narrative structures, including those found in First Peoples' texts</b></li> <li><b>form, function, and genre</b> of texts</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li><b>reading strategies</b></li> <li><b>metacognitive strategies</b></li> <li><b>writing processes</b></li> <li><b>oral language strategies</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• <b>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking</b></li> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for a <b>range of purposes</b></li> <li>• Recognize intellectual property rights and community protocols and apply as necessary</li> <li>• Use the conventions of First Peoples’ and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</li> <li>• Express an opinion and support it with evidence</li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a variety of purposes and <b>audiences</b></li> <li>• Assess and <b>refine texts to improve their clarity and effectiveness</b></li> </ul>	<p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>elements of style</b></li> <li>• <b>usage and conventions</b></li> <li>• <b>literary elements and devices</b></li> <li>• citation and <b>acknowledgement</b></li> <li>• literal and inferential meaning</li> </ul>