

## **EFP LITERARY STUDIES + NEW MEDIA 11 (4 credits)**

### **Description**

EFP Literary Studies + New Media 11 is designed for students who are interested in studying First Peoples' literature and examining the evolving role of technology in today's society, especially the increasing importance of digital media in communicating and exchanging ideas and engaging in social advocacy. Students delve deeply into First Peoples' oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for students to think critically and creatively as they continue to explore, extend, and strengthen their own writing and communication. Students examine the increasingly complex digital world and have opportunities to demonstrate understanding and communicate sophisticated ideas through a wide variety of digital and print media. Through the study of literature and critical engagement with new media, students

- extend their capacity to communicate effectively in a variety of contexts
- deepen their understanding of themselves and the world
- expand their understanding of what it means to be educated Canadian and global citizens

The following are possible areas of study within EFP Literary Studies + New Media 11:

- The influence of new media on First Peoples' personal and cultural identities — Ideas include cultural homogenization, authenticity in representation, and cultural appropriation.
- Exploration of First Peoples themes as represented in new media — Ideas include creating multigenerational narratives, contextualizing self in relation to community, expressing relationship to land, with consideration of issues such as cultural appropriation and inauthenticity.
- New media performance art in relation to First Peoples' themes — Ideas include creating slam poetry, oratory, rap, drama, song, or multimodal work.
- Intersections between First Peoples' themes and online social advocacy — Suggested content includes Indigeneity and feminism, Indigeneity and LGBTQ, Indigeneity and inclusion, Indigeneity and environmental sustainability.
- Media studies related to First Peoples' themes — Ideas include the globalization of the media industry, representation of First Peoples in media, and documentaries in the age of digital media.
- Journalism & publishing related to First Peoples' themes — Ideas include changing roles and structures within news organizations; risks, challenges, and opportunities associated with professional journalism; how journalism and publishing can support preservation and revitalization of language and culture.
- Digital communication related to First Peoples' themes — Ideas include blogging, writing for the Web, writing for social media, gaming, and podcasting and potentially including how these can support preservation and revitalization of language and culture.

### **Suggested interdisciplinary links:**

- Social advocacy (Social Studies)
- Digital support for First Nations language revitalization and reclamation (Languages)
- Online publishing process and industry (Applied Design, Skills, and Technologies)
- Online writing and research within a specific field or profession (Science, Law, Anthropology)
- Online marketing (Visual Art, Applied Design, Skills, and Technologies)

## BIG IDEAS

The exploration of **text** and **story** deepens understanding of one's identity, others, and the world.

**Texts** are socially, culturally, geographically, and historically constructed.

First Peoples' **texts** and **stories** provide insight into key aspects of Canada's past, present, and future.

Self-representation through **authentic First Peoples' text** is a means to foster justice.

First Peoples' literature plays a role within the process of **Reconciliation**.

New media influence peoples' understandings of community.

## 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>• Demonstrate awareness of how First Peoples' languages and <b>texts</b> reflect their cultures, knowledge, histories, and worldviews</li> <li>• Access information for diverse purposes and from a <b>variety of sources</b> and evaluate its <b>relevance</b>, accuracy, and <b>reliability</b></li> <li>• Apply appropriate <b>strategies</b> in a <b>variety of contexts</b> to guide inquiry, extend thinking, and comprehend <b>texts</b></li> <li>• Recognize and understand how <b>different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages</b></li> <li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>• Recognize and identify <b>personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic-factors</b></li> <li>• Demonstrate understanding of <b>how language constructs and reflects personal, social, and cultural identities</b></li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Recognize and understand the role of story and <b>oral tradition</b> in expressing First Peoples' perspectives, values, beliefs, and points of view</li> <li>• Understand and evaluate how literary elements and <b>new media techniques and devices</b> enhance and shape meaning and impact</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• A wide variety of BC, Canadian, and global <b>First Peoples' texts</b></li> <li>• A wide 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>– the <b>legal status</b> of First Peoples' oral traditions in Canada</li> <li>– purposes of 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' texts</b></li> <li>– <b>situating oneself in relation to others and place</b></li> </ul> </li> </ul> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• narrative structures, including those found in <b>First Peoples' texts</b></li> <li>• <b>form, function, and genre</b> of texts, including new media texts</li> <li>• <b>interactivity</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Recognize and understand the diversity within and across First Peoples' societies as represented in texts</li> <li>• Assess the authenticity of First Peoples' texts</li> <li>• Recognize the influence of <b>land/place</b> in First Peoples' texts</li> <li>• Identify bias, contradictions, distortions, and omissions</li> <li>• Recognize the complexities of <b>digital citizenship</b></li> <li>• Demonstrate understanding of <b>how new media affect First Peoples' languages, cultures, and worldviews</b></li> <li>• Understand how <b>new media impacts social activism</b></li> </ul> <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>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for a <b>range of purposes</b></li> <li>• Select and apply appropriate oral communication formats for intended purposes</li> <li>• Express and support an opinion with evidence</li> <li>• Respond to <b>text</b> in personal, creative, and critical ways</li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful multimedia and other texts for a variety of purposes and <b>audiences</b></li> <li>• Assess and <b>refine texts to improve their clarity, effectiveness, and impact</b></li> <li>• Experiment with genres, forms, or styles of texts</li> <li>• Use the conventions of First Peoples' and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</li> <li>• Transform ideas and information to create original texts, using various genres, forms, structures, and styles</li> <li>• Understand intellectual property rights and community protocols and apply as necessary</li> <li>• Use digital media to collaborate and communicate, both within the learning environment and larger communities</li> <li>• Select and use a variety of digital media appropriate to purpose, audience, and context</li> </ul>	<p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> <li>• multimedia presentation processes</li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• <b>elements of style</b></li> <li>• <b>language change</b></li> <li>• syntax and sentence fluency</li> <li>• <b>rhetorical devices</b></li> <li>• <b>usage and conventions</b></li> <li>• <b>literary elements and devices</b></li> <li>• literal and inferential meaning</li> <li>• <b>persuasive techniques</b></li> <li>• citation and <b>acknowledgement</b></li> </ul> <p><b>New Media functions</b></p> <ul style="list-style-type: none"> <li>• advocacy</li> <li>• community building</li> <li>• propaganda</li> <li>• manipulation</li> </ul>

Big Ideas – Elaborations

- **text/texts:** any type of oral, written, visual, or digital expression or communication:
  - visual texts can include gestural and spatial components (as in dance) as well as images (some examples of image-based visual texts are posters, photographs, paintings, carvings, totems, textiles, regalia, and masks)
  - digital texts include electronic forms of oral, written, visual expression
  - multimodal texts can include any combination of oral, written, visual, and/or digital elements and can be delivered via different media or technologies (some examples of multimodal texts are dramatic presentations, web pages, music videos, on-line presentations, graphic novels, and close-captioned films)
- **story/stories:** a narrative text that shares ideas about human nature, motivation, behaviour, and experience; stories can record history, reflect a personal journey, or explore identity; stories can be oral, written, or visual, and used to instruct, inspire, and/or entertain listeners and readers
- **authentic First Peoples’ text:** a written, oral, visual, digital, or multimodal text that
  - presents authentic First Peoples’ voices (i.e., historical or contemporary texts created by First Peoples, or through the substantial contributions of First Peoples)
  - depicts themes and issues important to First Peoples’ cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)
  - incorporates First Peoples’ storytelling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour)
  - includes respectful portrayals or representation of First Peoples, their traditions, and beliefs
- **Reconciliation:** the movement to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system.

Curricular Competencies – Elaborations

- **First Peoples’ texts:** a written, oral, visual, digital, or multimodal text that
  - presents authentic First Peoples’ voices (i.e., historical or contemporary texts created by First Peoples, or through the substantial contributions of First Peoples)
  - depicts themes and issues important to First Peoples’ cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)
  - incorporates First Peoples’ storytelling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour)
  - includes respectful portrayals or representation of First Peoples, their traditions, and beliefs

Curricular Competencies – Elaborations

- **text/texts:** any type of oral, written, visual, or digital expression or communication
  - visual texts can include gestural and spatial components (as in dance) as well as images (some examples of image-based visual texts are posters, photographs, paintings, carvings, poles, textiles, regalia, and masks)
  - digital texts include electronic forms of oral, written, visual expression
  - multimodal texts can include any combination of oral, written, visual, and/or digital elements and can be delivered via different media or technologies (some examples of multimodal texts are dramatic presentations, web pages, music videos, on-line presentations, graphic novels, and close-captioned films)
- **variety of sources:** includes print, digital, visual, artistic and diverse cultural sources from multiple perspectives
- **relevance:** consider the extent to which material has credibility, currency, and significance for the purpose, and whether it resonates with personal experience
- **reliability:** consider point of view, bias, and propaganda; voices omitted, or misrepresented
- **strategies:** strategies used will depend on purpose and context; these may include making predictions, asking questions, paraphrasing, forming images, making inferences, determining importance, identifying themes, and drawing conclusions
- **variety of contexts:** these include independent and collaborative settings, formal and informal situations
- **different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages:** students may consider the relationship between form and function (e.g., considering the role in various texts of elements such as negative space in graphic novels, advertisements on websites, lighting and camera angles in film and photography, use of music, paragraph length, line breaks in poetry, silence and intonation in spoken word, and uses of colour)
- **personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic-factors:** students should be prompted to understand the influence of family, friends, community, education, spirituality/religion, gender identity, age, sexual orientation, place/land, settlement patterns, traditional First Peoples' teachings, economic factors, political events, (local and beyond), and colonial policies; to understand that authors write from a perspective influenced by such factors; and to understand the relationship between text and context.
- **how language constructs and reflects personal, social, and cultural identities:** a person's sense of identity is a product of linguistic factors or constructs – including oral tradition, story, recorded history, and social media; voice; cultural aspects; literacy history; linguistic background (English as first or additional language); and language as a system of meaning; students may consider register (jargon, colloquialisms, vernacular, dialects, accent, diction, slang)
- **oral tradition:**
  - the means by which cultural transmission occurs over generations, other than through written records
  - among First Peoples it may consist of told stories, songs and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks
  - in addition to expressing spiritual and emotional truths (e.g., via symbol and metaphor), it provides a record of literal truth (e.g., regarding events and/or situations)
  - oral tradition was integrated into every facet of life and was the basis of the education system
  - oral tradition continues to develop in contemporary contexts

Curricular Competencies – Elaborations

- **new media techniques and devices:**
  - students are encouraged to consider the unique stylistic features of new media formats (e.g., web page layout and design, filmmaking techniques, sound effects/soundtracks and how they contribute to mood and atmosphere)
  - new media techniques reflect the various, rapidly changing ways in which information is sifted, gathered, and shared (e.g., blogging, microblogging, using or developing apps, podcasting, screen-casting, videogame design, filmmaking, screenwriting)
- **land/place:** place refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity
- **digital citizenship:** a digital citizen is someone who uses information technology (IT) to engage in society, politics, and government participation; those who use the Internet regularly and effectively to interact with private and public organizations
- **how new media affect First Peoples’ languages, cultures, and worldviews:** students may examine how new media can increase cultural homogenization, inauthenticity in representation, and cultural appropriation at the same time that increases opportunities for the revival of First Nations languages, and social activism
- **new media create impacts social activism:** students may explore increased opportunities for Indigenous self-representation, social activism (e.g., Idle No More)
- **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking:**
  - using active listening skills and receptive body language; paraphrasing and building on others’ ideas
  - disagreeing respectfully
  - extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments)
  - collaborating in large and small groups
- **speaking and listening skills:**
  - strategies associated with speaking skills may include the conscious use of emotion, pauses, inflection, silence, and emphasis according to context
  - strategies associated with listening skills may include receptive body language, eye contact, paraphrasing building on others’ ideas, asking clarifying questions, and disagreeing respectfully
- **range of purposes:** purposes may include to understand, to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to provoke, to problem solve, and to entertain
- **writing and design processes:**
  - there are various writing and/or design processes depending on context; these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing
  - design processes may also include selecting appropriate format and layout
- **audiences:** students expand their understandings of the range of real world audiences; this can include children, peers, and community members, as well as technical, academic, and business audiences

Curricular Competencies – Elaborations

- **refine texts to improve their clarity, effectiveness, and impact:**
  - creatively and critically manipulate language for a desired effect; consciously and purposefully make intentional, stylistic choices (e.g., use of sentence fragments or inverted syntax for emphasis or impact)
  - use techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, maintaining parallelism, adding modifiers, varying sentence types

Content – Elaborations

- **forms:** within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece; common written forms include narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter
- **genres:** literary or thematic categories (e.g., science fiction, biography, satire, memoir, poem, visual essay, personal narrative, speech, oral history)
- **Common themes in First Peoples’ texts:** examples include
  - connection to the land
  - the nature and place of spirituality as an aspect of wisdom
  - the relationships between individual and community
  - the importance of oral tradition
  - the experience of colonization and decolonization
  - loss of identity and affirmation of identity
  - tradition
  - healing
  - role of family
  - importance of Elders
- **Reconciliation:** the movement to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system
- **First Peoples’ oral traditions:**
  - the means by which cultural transmission occurs over generations, other than through written records; among First Peoples, oral traditions may consist of told stories, songs and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks
  - in addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations)
  - oral traditions were integrated into every facet of life and were the basis of First Peoples’ education systems
  - oral traditions continue to endure in contemporary contexts

Content – Elaborations

- **legal status:** First Peoples’ oral histories are valid evidence of ownership of the land within Canadian law; the Supreme Court of Canada recognizes that First Peoples’ “oral tradition” is as important as written documents in considering legal issues; see resource disputes (e.g., Delgamuukw or Xeni Gwetin), treaties and title cases (e.g., Nisga’a), and environmental impact studies (e.g., Puntledge River Dam, Berger Inquiry)
- **protocols:**
  - rules governing behaviour or interactions
  - protocols can be general and apply to many First Peoples cultures, or specific to individual First Nations
- **protocols related to ownership and use of First Peoples’ texts:** stories often have protocols — when and where they can be shared, who owns them, who can share them
- **situating oneself in relation to others and place:**
  - relates to the concept that everything and everyone is connected
  - students understand why it is common First Nations practice to introduce oneself by sharing family and place connections
- **Text features:** attributes or elements of the text that may include typography (bold, italics, underlining, font choice), guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes
- **structures:** how text is organized
- **including those found in First Peoples texts:** circular, iterative, cyclical
- **function:** the intended purpose of a text
- **interactivity:** the process of two or more people working together and influencing each other; in digital media this includes the ability of a user to interact with the digital media, or a computer to respond to user input.
- **reading strategies:**
  - there are many strategies that readers use when making sense of text
  - students consider what strategies they need to use to “unpack” text
  - they employ strategies with increasing independence depending on the purpose, text, and context
  - strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting
- **oral language strategies:** speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing
- **metacognitive strategies:**
  - thinking about one’s own thinking
  - reflecting on one’s processes and determining strengths and challenges
  - students employ metacognitive strategies to gain increasing independence in learning

Content – Elaborations

- **writing processes:**
  - there are various writing processes depending on context; these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing
  - there are many writing structures and processes; writers often have very personalized processes when writing; writing is an iterative process
- **features of oral language:** intonation, enunciation, volume, pacing, expression, purpose, diction, acoustics
- **elements of style:** what make one “writer” distinguishable from others; can include diction, vocabulary, sentence structure, tone
- **language change:**
  - languages change slowly but continually (e.g., influence of different languages on each other, Old English to Modern English)
  - changes are evident in different dialects
  - new words and new ways of saying things emerge as culture and society change
- **rhetorical devices:** some examples include figurative language, parallelism, repetition, irony, humour, exaggeration, emotional language, logic, direct address, rhetorical questions, and allusion
- **usage:** avoiding common usage errors (e.g., double negatives, mixed metaphors, malapropisms, and word misuse)
- **conventions:** common practices, including in the use of punctuation, in capitalization, in quoting, and in the spelling of Canadian and First Peoples’ words
- **literary elements and devices:** texts use various literary devices, including figurative language, according to purpose and audience
- **persuasive techniques:**
  - ethical, logical, and emotional appeals
  - may include using repetition, rhetorical questions, irony, or satire
- **acknowledgement:** formal acknowledgements of another person’s work, idea, or intellectual property

