

EFP LITERARY STUDIES + Writing 11 (4 credits)

Description

EFP Literary Studies + Writing 11 is designed for students who are interested in studying First Peoples' literature and using writing for self-expression and communication in a variety of contexts. 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 them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Through the study of literature and the processes of experimenting with, reflecting on, extending, and refining their writing, 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 + Writing 11:

- Community focused text — Ideas include creating written work that relates to local FP resources and supports community-driven initiatives (e.g., commemorative works, community performances, proposals).
- Exploring personal and cultural identities in relation to First Peoples in Canada and elsewhere — Ideas include genre-specific, author-specific, or thematic study of First Peoples literature.
- Exploration of First Peoples themes — 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.
- Performance art in relation to First Peoples' themes — Ideas include creating slam poetry, oratory, rap, drama, song, or multimodal work.
- Academic, technical, and professional composition — Ideas include Indigenous and western approaches to research and writing for a variety of purposes and audiences.
- Intersections between First Peoples' themes and other social justice issues — Ideas include Indigeneity and feminism, Indigeneity and LGBTQ, Indigeneity and inclusion, Indigeneity and environmental sustainability

Suggested interdisciplinary links:

- Documenting land use (Social Studies)
- Engaging in First Nations language revitalization projects (Languages)
- Dialogue using various languages, dialects, colloquialisms (Languages)
- Publishing process and industry (Applied Design, Skills, and Technologies)
- Writing within a specific field or profession (Science, Math)
- Researching and writing within a specific academic discipline (Science, History)
- Advertising writing accompanied by art/graphics (Visual Art, Applied Design, Skills, and Technologies)
- Writing lyrics for songs (Music)

BIG IDEAS

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

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Demonstrate awareness of how First Peoples' languages and texts reflect their cultures, knowledge, histories, and worldviews • Access information for diverse purposes and from a variety of sources to inform writing • Evaluate the relevance, accuracy, and reliability of texts • Select and apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts • Recognize and understand 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 • Demonstrate understanding of how language constructs and reflects personal, social, and cultural identities • Construct meaningful personal connections between self, text, and world 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • A wide variety of BC, Canadian, and global First Peoples' texts • A wide variety of text forms and genres • Common themes in First Peoples' texts • Reconciliation in Canada • First Peoples' oral traditions <ul style="list-style-type: none"> – the legal status of First Peoples' oral traditions in Canada – purposes of oral texts • Protocols <ul style="list-style-type: none"> – protocols related to ownership and use of First Peoples' oral texts – processes related to protocols and expectations when engaging with First Nations communities and Aboriginal organizations <p>Text features and structures</p> <ul style="list-style-type: none"> • narrative structures, including those found in First Peoples' texts • form, function, and genre of texts

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Recognize and understand the role of story and oral tradition 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 • Recognize and understand the diversity within and across First Peoples' societies as represented in texts • Assess the authenticity of First Peoples' texts • Understand the influence of land/place in First Peoples' texts • Identify bias, contradictions, distortions, and omissions <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • 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 their 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 • Understand intellectual property rights and community protocols and apply as necessary 	<p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • elements of style • syntax and sentence fluency • rhetorical devices • usage and conventions • literary elements and devices • literal and inferential meaning • persuasive techniques • citation and acknowledgement

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:** 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
- **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
- **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

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

Curricular Competencies – Elaborations

- **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
- **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
- **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

Curricular Competencies – Elaborations

- **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
- **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

Content – Elaborations

- 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).
 - they were integrated into every facet of life and were the basis of First Peoples’ education systems
 - They continue to endure in contemporary contexts.
- **the legal status of First Peoples’ oral traditions in Canada:** 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’ oral texts:** stories often have protocols — when and where they can be shared, who owns them, who can share them
- **processes related to protocols and expectations when engaging with First Nations communities and Aboriginal organizations:** students understand the necessity of learning what protocols might govern interactions in First Nations communities and Aboriginal organizations
- **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
- **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

Content – Elaborations

- 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
- **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
- **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