

## **ENGLISH FIRST PEOPLES 12 (4 credits)**

### **Description**

EFP 12 builds upon and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. The course is grounded in the First Peoples' Principles of Learning. It is designed for all students – Aboriginal and non-Aboriginal – who are interested in delving deeply into First Peoples' oral and written literature and visual texts in a range of media. The course focusses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text – including oral story, poetry, song, performance, film, and prose. A key feature of the course is its focus on authentic First Peoples voices (i.e., historical or contemporary texts created by or with First Peoples). In EFP 12, all students

- examine texts grounded in a diversity of First Peoples' cultures, including local First Nations or Métis communities
- extend their capacity to communicate effectively in a variety of contexts
- think critically and creatively about the uses of language
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that have shaped and continue to shape their own identities
- appreciate the importance of self-representation through authentic First Peoples' text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understandings of what it means to be educated Canadian and global citizens

While the focus in EFP 12 is primarily on First Peoples' voices from British Columbia, students also engage with texts that reflect First Peoples' perspectives from elsewhere in Canada and throughout the world.

### **Suggested interdisciplinary links:**

- Social Justice 12
- Law 12
- BC First Peoples 11
- Contemporary Indigenous Studies 12
- Environmental Science 11
- Political Studies 11
- Comparative Cultures 11
- Drama 11 or 12
- Theatre 11 or 12
- Film and Television 11 or 12
- Directing and Scriptwriting 11 or 12
- Digital Media 11 or 12

## 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>Oral and other <b>texts</b> are socially, culturally, geographically, and historically constructed.</p>	<p>Voice is powerful and evocative.</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' voices and texts 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>Analyse 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>Select and apply appropriate <b>strategies</b> in a <b>variety of contexts</b> to guide inquiry, extend thinking, and comprehend texts</li> <li>Analyse 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>Appreciate and understand <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>Demonstrate understanding of 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, techniques, and devices 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' literature</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> <li>the relationship between oral tradition and land/place</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> <li><b>acknowledgement of territory</b></li> <li><b>situating oneself in relation to others and place</b></li> <li><b>processes related to protocols and expectations when engaging with First Nations communities and Aboriginal organizations</b></li> </ul> </li> </ul> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>narrative structures, <b>including those found in First Peoples' texts</b></li> <li><b>form, function, and genre</b> of texts</li> <li>elements of visual/graphic texts</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Analyse the diversity within and across First Peoples’ societies as represented in texts</li> <li>• Assess the authenticity of First Peoples’ texts</li> <li>• Analyse the influence of <b>land/place</b> in First Peoples’ texts</li> <li>• Examine the significance of terms/words from First Peoples’ languages used in English texts</li> <li>• Discern nuances in the meanings of words, considering social, political, historical, and literary contexts</li> <li>• Identify bias, contradictions, distortions, and omissions</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 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>• Recognize intellectual property rights and community protocols and apply as necessary</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>• presentation techniques</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>