

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.

Language shapes ideas and influences others.

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

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

Indigenous literature plays a role within the process of **Reconciliation**.

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"> • Develop awareness of how First Peoples' languages and texts reflect their cultures, knowledge, histories, and worldviews • Examine the significance of terms/words from First Peoples' languages used in English texts • Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability • Recognize the influence of place in First Peoples' texts • Apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts • Synthesize ideas from different texts/sources • Recognize and appreciate how different forms, structures, and features of texts reflect different purposes, audiences, and messages • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the impact of personal, social, and cultural contexts, values, and perspectives in texts • Recognize how language constructs and reflects personal, social, and cultural identity • Construct meaningful personal connections between self, text, and world • Understand and evaluate how literary elements, techniques, and devices enhance and shape meaning and impact 	<p><i>Students are expected to know the following:</i></p> <p>A wide variety of BC and global First Peoples texts</p> <p>Oral tradition</p> <ul style="list-style-type: none"> • the legal status of First Peoples' oral traditions in Canada • elements of oral texts • rhetorical devices <p>Protocols</p> <ul style="list-style-type: none"> • issues related to the ownership of First Peoples' texts and protocols for their use <p>Text features and structures</p> <ul style="list-style-type: none"> • narrative structures, including those found in First Peoples' texts • form and genre of texts • elements of visual/graphic texts <p>Text functions</p> <ul style="list-style-type: none"> • persuasion (bias, propaganda, manipulation)

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Identify the role of story and oral tradition in expressing First Peoples' perspectives, values, beliefs and points of view • Examine the diversity within and across First Peoples' societies represented in texts • Discern nuances in the meanings of words, considering social, political, historical, and literary contexts • Identify and challenge bias, contradictions, and distortions <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 understanding 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 format for intended purposes • Use the conventions of First Peoples' and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context • Recognize the difference between intellectual property rights and community protocols and apply as necessary • Recognize and assess the authenticity of First Peoples' texts • Recognize the significance of First Peoples' protocols • Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences • Express and support an opinion with evidence • Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message • Experiment with new or unfamiliar genres, forms, or styles of texts 	<p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes • presentation techniques <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • literal and inferential meaning • features of oral language • language change • syntax and sentence fluency • elements of style • rhetorical devices • usage • conventions • persuasive techniques • literary elements and devices