

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

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, post-modern picture books, 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.
- **authentic 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 in Canada 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

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- **Access information:** consider prior knowledge
- **diverse purposes:** contrast, synthesize, narrate, or describe
- **variety of sources:** includes print, digital, visual, artistic and diverse cultural sources
- **relevance:** consider the extent to which material has credibility, currency, and significance for the purpose, and whether it resonates with personal experience

Curricular Competencies – Elaborations

- **reliability:** consider point of view, bias, and propaganda; voices left out or omitted
- **place:** refers to the land and other aspects of physical environment with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity
- **strategies:**
 - make predictions, ask questions, paraphrase, form images, make inferences, determine importance, identify theme, and draw conclusions
 - consider titles; beginnings; key details; extended descriptions; names; changes in direction, setting or point of view; repetition; surprises, and endings
- **variety of contexts:** distinguish independent or collaborative settings, formal or informal situations
- **Synthesize:** combine ideas from two or more sources to construct a meaningful whole
- **features of texts:** typography (bold, italics, underlined font), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes
- **reflectively:** includes metacognitive strategies such as: identifying strengths and areas of focus, setting goals, making plans for improvement, and self-assessment
- **language constructs and reflects personal, social, and cultural identity:** register includes jargon, colloquialisms, vernacular, dialects, accent, diction, slang
- **how literary elements, techniques, and devices enhance and shape meaning and impact:** students are encouraged to delve deeply into text and consider the function of literary elements, techniques and devices (e.g., allegory parallels the real and fictional, paradox reveals seemingly contradictory truths)
- **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)
 - it was integrated into every facet of life and was the basis of the education system
 - it continues to develop in contemporary contexts
- **speaking and listening skills:**
 - strategies associated with speaking skills may include the conscious use of emotion, pauses, inflection, and emphasis, as well as variations in volume and pacing
 - strategies associated with listening skills may include receptive body language, eye contact, paraphrasing and building on others' ideas, and disagreeing respectfully
- **range of purposes:** purposes may include to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to problem solve, and to entertain
- **writing and design processes:** such as re-writing, drafting, revising, editing, publishing; use of sketch, shade, and colour; selecting appropriate format and layout

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., sentence fragments, inverted syntax, and hyphenated modifiers for emphasis or impact
- **audience:** students expand their understanding of the range of audience to real world audiences; this can include children, peers, and community members, as well as technical, academic, and business audiences

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 Xenigwetin), treaties and title cases (e.g., Nisga'a), and environmental impact studies (e.g., Puntledge River Dam, Berger Inquiry).
- **First Peoples' oral traditions:**
 - These are 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.
- **rhetorical devices:** some examples include figurative language, parallelism, repetition, irony, humour, exaggeration, emotional language, logic, direct address, rhetorical questions, and allusion
- **protocols:** Stories often have protocols — when and where they can be shared, who owns them, who can share them
- **narrative structures, including those found in First Peoples' texts:** circular, iterative, cyclical
- **bias:** consider questions such as, Who is the writer? ...speaker? What is their "lens"? What is the writer's motivation for creating the texts? When and where was it created? How did the "writer" create the text?
- **propaganda:** consider questions such as, What is the intended result? What is the writer's purpose/motivation? Who is the targeted audience? Why? How is it misleading/inaccurate/biased?
- **reading strategies:**
 - consider what strategies students need to use to "unpack" text
 - there are many strategies that readers use when making sense of text. They employ strategies with increasing independence depending on the task, text, and context
 - strategies include but may not be limited to connections, predictions, inferences, vocabulary, questioning, paraphrasing, visualizing, summarizing, identifying big ideas
- **oral language strategies:** speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, paraphrasing
- **metacognitive strategies:**
 - identifying strengths and areas of focus

Content – Elaborations

- setting goals
- making plans for improvement
- self-assessment
- **writing processes:** there are many writing structures and processes; writers often have very personalized processes when writing; writing is an iterative process
- **inferential:**
 - reading “between and beyond the line” — coming to a conclusion based on evidence and reasoning
 - connotation versus denotation
 - ask, What’s important? Why? So what?
 - consider diction, tone, theme, imagery, ideas, syntax
- **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
- **usage:** common usage errors include double negatives, mixed metaphors, malapropisms, and word misuse such as affect/effect, anyways, their/there, lay/lie, a lot/allot, gonna/going to, could of/could have, and less/fewer
- **conventions:**
 - active and passive voice
 - punctuation: colon, semi-colon, dashes, ellipsis, brackets, parentheses
 - citation formats
- **persuasive techniques:**
 - repetition, parallel structure, rhetorical questions, irony, satire, parody, diction
 - ethical, logical, and emotional appeals
- **literary elements and devices:** texts use various literary devices, including figurative language, according to purpose and audience