

English First Peoples 12: Course Outline (Spring 2024)



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Office Location/Hours: Room 111 – After school hours/By appointment

Course Description

English First Peoples 12 (EFP 12) builds upon the foundational knowledge from previous English Language Arts and English First Peoples courses, emphasizing the First Peoples Principles of Learning. Designed for all students, this course explores the rich oral and written traditions and visual texts of First Peoples, focusing on authentic expressions through various media including oral stories, poetry, song, performance, film, and prose. Students engage deeply with these texts, enhancing their communication abilities and fostering a critical and creative understanding of language. This exploration helps students appreciate diverse cultural narratives and perspectives, deepening their awareness of both their own and others' identities in a changing world. Through thoughtful engagement with these texts, students contribute to Reconciliation and grow as empathetic and informed global citizens.

Big Ideas

The exploration of text and story deepens understanding of one's identity, others, and the world.	Oral and other texts are socially, culturally, geographically, and historically constructed.	Voice is powerful and evocative.	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 voices and texts play a role within the process of Reconciliation.
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Course Materials

To fully engage with the curriculum of English First Peoples 12, you are asked to prepare the following essentials:

- Three-ring Binder: For organizing and storing all course-related documents and notes.
- Notebook: Required for note-taking and journal entries throughout the course.
- Assigned Texts: We will cover various literary works, including novels, short stories, and poetry. A complete list of these texts will be provided for preparation.
- Microsoft Teams: Necessary for accessing digital course materials, announcements, and for participation in online discussions. Please install it on your phone, tablet, or laptop.
- Highlighters and Pens: Useful for annotating texts and highlighting key points during lessons.

If you need support with acquiring any course materials, please inform me or the school in advance.

Activities and Assessments

Throughout this course, a variety of activities and assessments are designed to engage you directly with the course content and support your journey towards becoming a strategic learner. Each type of assessment aims to enhance your ability to think critically and creatively, and authentically engage with the material.

In-class Assignments (5%)

- In-class assignments encourage active participation and provide continuous feedback.
- Activities like entry and exit tickets, think-pair-share sessions, and in-class discussions are designed to help you regularly engage with and reflect on the material, aiding both your understanding and our instructional approach.

Quizzes (15%)

- Quizzes are designed as low-stakes opportunities for you to demonstrate your understanding of the course content.
- Regular vocabulary and reading quizzes help reinforce your learning and provide both you and your teacher with timely insights into your progress, allowing for adjustments in study habits or instructional strategies as needed.

Homework/Minor Assignments (20%)

- Through minor assignments such as group projects, journals, and essays, you have the opportunity to explore concepts more deeply.
- These assignments encourage both individual and collaborative work, allowing you to creatively express your understanding and share your perspectives with peers.

Tests/Major Assignments (40%)

- Tests and major assignments serve as crucial checkpoints for evaluating your understanding and integration of each unit's content.
- Through unit tests and in-class essays, which must be completed in class, you are challenged to synthesize and apply your knowledge, demonstrating both mastery of the course content and your growth as a critical thinker.
- If you have an excused absence on the day of an assessment, you are expected to complete it on your first day back, unless alternative arrangements are made with the teacher.

Final Exam (20%)

- The final exam provides a comprehensive assessment of your overall understanding of the course material.
- This culminating evaluation allows you to showcase the breadth and depth of your learning, reflecting on how much you've grown intellectually and how well you can articulate and apply the concepts discussed throughout the course.

Course Content

Unit	Topics and Guiding Questions	Activities & Assessments
1	<p>Introduction to English First Peoples</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • How does the integration of First Peoples pedagogy influence our approach to literature and learning? • In what ways can a sense of community enhance the learning experience in EFP? • What defines an “authentic” First Peoples voice within literature, and why is authenticity critical? • Can you compare the roles of oral traditions in First Peoples' cultures to their functions in literature? <p>Reference Texts:</p> <ul style="list-style-type: none"> • “English First Peoples Grades 10-12 Teacher Resource Guide” by First Nations Education Steering Committee and First Nations Schools Association 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • In-class Discussions • Entry & Exit Tickets • Group Work • Vocabulary Quizzes • Journals <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Unit Tests • Essays <p>Peer and Self-Evaluations</p>
2	<p>A Journey into Indigenous Novels</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • How do the narrative structures of Indigenous novels, such as "The Marrow Thieves," reflect First Peoples' lived experiences and cultural storytelling traditions? • What themes in the novel speak to the resilience and experiences of First Peoples, and how do these themes align with the values and history of Indigenous communities? • Reflect on the significance of "The Marrow Thieves" in contributing to a broader understanding and appreciation of First Peoples' narratives. <p>Assigned Texts:</p> <ul style="list-style-type: none"> • "The Marrow Thieves" by Cherie Dimaline • “The Barren Grounds” by David Robertson 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • In-class Discussions • Entry & Exit Tickets • Group Work • Vocabulary Quizzes • Journals • Reading Logs • Literature Circles • Presentations <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Unit Tests • Essays <p>Peer and Self-Evaluations</p>
3	<p>A Dive into Short Stories</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • Explore how the narrative techniques in these short stories reflect First Peoples’ oral traditions and cultural storytelling practices. • How do the short stories by First Peoples authors utilize the form to convey experiences and themes that are significant to Indigenous cultures? 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • In-class Discussions • Entry & Exit Tickets • Group Work • Vocabulary Quizzes • Journals • Reading Logs • Literature Circles • Presentations

	<ul style="list-style-type: none"> • Identify the themes that emerge in the stories and discuss how they mirror the challenges, triumphs, and resilience of First Peoples. <p>Assigned Texts:</p> <ul style="list-style-type: none"> • “The Amazing Sense of Shake” by Cherie Dimaline • “The Animal People Choose a Leader” by Richard Wagamese • “A Raven Flies South” by Gord Bruyere • "Borders" by Thomas King • "The Loons" by Margaret Laurence 	<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Unit Tests • Essays <p>Peer and Self-Evaluations</p>
4	<p>A Discovery of Poetry and New Media</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • Analyze how the structure and language of poetry and new media by Indigenous creators express themes of identity, community, and connection to the land. • Discuss the thematic significance of the selected works in relation to the contemporary and historical experiences of First Peoples. • Consider the roles that poetry and new media play in maintaining and evolving First Peoples' cultural traditions. How do these forms of expression serve as vehicles for cultural preservation and innovation? <p>Assigned Texts:</p> <ul style="list-style-type: none"> • “Circle the Wagons” by Marilyn Dumont • "Eagle Man/Changing Woman" by Buffy Sainte-Marie • “The Song My Paddle Sings” by E. Pauline Johnson • "the eye of the raven" by Wayne Keon • “replanting the heritage tree” by Wayne Keon • “Keep a few embers from the fire” by Chief Dan George 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • In-class Discussions • Entry & Exit Tickets • Group Work • Vocabulary Quizzes • Journals • Reading Logs • Literature Circles • Presentations <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Unit Tests • Essays <p>Peer and Self-Evaluations</p>

Class Expectations

Attendance and Participation

- **Active Participation:** Your active participation in all class activities is essential. I expect you to engage fully with the material and our discussions, which are central to our shared learning experience.
- **Coursework Submission:** Coursework should be submitted by the specified due dates. If you need support or anticipate difficulties in meeting these deadlines, please maintain close communication with me.
- **Timeliness:** It's also important to be on time and come to class prepared. Being punctual shows respect for the learning process and for everyone's time, including your own.
- **Accountability:** If you are absent, especially for in-class assignments like quizzes or tests, or if you miss any course content, it is your responsibility to reach out proactively to discuss alternatives or make-up assessments.
- **Late Arrivals:** Please attend each class on time. If you arrive outside of the 15 minutes after class starts, without prior notice to me, you will be marked absent.

Commitment to Inclusion

- **Valuing Diversity:** I treasure inclusion and strive to foster a welcoming and supportive learning environment. It's vital to demonstrate actions that are inclusive of everyone.
- **Mindful Communication:** Be mindful of your language and how we treat one another. Our classroom should be a safe space for everyone, regardless of age, physical status, socioeconomic status, sexual orientation, religion, nationality, or citizenship status.

Ethical Participation and Academic Integrity

- **Original Work:** Plagiarism and other forms of academic misconduct are serious offenses in this course. It's expected that you will acknowledge the works of others and submit only your original work that's created specifically for this course.
- **No Cheating:** Cheating undermines the value of our educational efforts and will not be tolerated.
- **Questions and Clarifications:** If you have questions about upholding the standards of academic integrity, it's important to discuss them with me.

Technology Use

- **Limited Use:** Phone use should be limited according to the class policy. It is important to ensure that mobile devices do not distract from the learning environment.

Collaboration and Mutual Respect

- **Importance of Collaboration:** Collaboration is key to learning and to the success of our learning community. You should try your best to collaborate with others and maintain healthy and respectful relationships with all members of this community.
- **Respectful Interactions:** This respect includes your fellow classmates, your teacher, and the classroom culture itself. We should all contribute to a culture of mutual respect.