

We are grateful to be learning on the unceded ancestral lands of the Lheidli T'enneh First Nations and the Simpcw First Nation. We are grateful for the knowledge and stories that they and other First Peoples have shared so that all of us may work towards truth and reconciliation.

# English 10

Course Outline 2021-22

First Peoples Literary Studies  
& Composition

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My name is Mr. Takach and I am excited to be learning with you this semester, which will be a combination of First Peoples Literary Studies 10 and Composition 10.

In this course, we will be exploring First Peoples literature in a variety of contexts, genres, and media. We will consider personal and cultural identities, histories, stories, and connections to land as we examine how texts are historically and culturally constructed and broaden our understanding of ourselves, our local context, our world. We will also will work individually and collaboratively to explore and create coherent, purposeful compositions in a variety of forms.

As at teacher, I will do my best to help you succeed in meeting both the goals of this course and your own goals by making the classroom a safe and inclusive space where you get a say in your own learning. Please do not hesitate to seek my help!

Mr. Takach

Art credit: "Great Spirit 'My Phone Died'" by Dwayne Wilcox.

## FIRST PEOPLES PRINCIPLES OF LEARNING

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

## WHAT TO BRING TO EACH CLASS

To be successful, ensure that you bring all of the following to each class:

- A **binder** (or binder section) to keep notes, texts, and handouts organized.
- Your **reflection book**
- **Pen or pencil**
- **Highlighter**
- An **open mind!**
- (bringing a book that interests you is always a good idea ☺).

## MR. T'S EXPECTATIONS

At the start of the class, we will work together to create a list of class guidelines. The most important thing for me is that we make our classroom a safe space where everyone feels

welcome and included. Treat others how you would like to be treated and welcome and appreciate all people, ideas, and contributions.

 **SAFE  
SPACE**

## CLASS ROUTINES

At the start of every class, you will open your REFLECTION BOOK and have five to ten minutes to silently answer the question written on the board. From time to time, these will be taken in for assessment. They will also be used to take notes in class.

The rest of our class time may include reading, writing, listening, speaking, viewing, representing, activities, research, and creative projects. Regardless of what we are working on, you are expected to be on task and to ask for help when you need it.

Student devices can be great learning tools for collaboration, research, and making. They can also draw students away from their classwork, teacher, and peers. There will be times when gadgets will be encouraged and times when they must be put away. We will discuss this further in class.



## ASSESSMENT

Formative assessments are to inform students about their achievement and areas for growth, as well as to help teachers in their planning. These happen daily, and may be formal (such as written feedback given on a writing assignment) or informal (such as verbal feedback on a journal entry). Summative assessments are designed to assess learning outcomes from the curriculum and determine student achievement. For these assignments, students will be informed in advance of due dates, assignment details, and criteria for grading.

Your (summative) mark will be made up of the following:

<b>Major summative assignments</b> <i>E.g. projects, presentations, essays</i>	60%
<b>Minor summative assignments</b> <i>E.g. reflective journal entries, creative responses</i>	40%

Assignments are due at the beginning of class. Please come and see me if you have any questions or will have any difficulties submitting your assignment on time before the deadline. **Do not plagiarize by ensuring that all of the words and ideas in your assignments are your own.**

## ALL MY RELATIONS

First Peoples are diverse, and the unique knowledge each group holds is part of its individual worldview. However, they share a common belief that we are all connected to nature and to each other. This notion that we are all connected with everything in the world is expressed by many First Peoples in the phrase "All my relations," which will be the overarching theme of this course.



## ROAD MAP

While no journey is ever set in stone, here is a planned timeline for our units. Units, texts, and assignments may change based on student interests and aptitudes. Students will respond personally and critically throughout the course

- 1. The Power of Story (Sept)**
  - (Re-)Introduction to the oral tradition
  - (Re-)Introduction to short stories
- 2. Identity & Connections (Oct to Nov)**
  - (Re-)Introduction to drama
  - (Re-)Introduction to nonfiction
  - Conventions & protocols
- 3. Resilience & Healing (Nov-Dec)**
  - (Re-)Introduction to Poetry
  - Novel study
- 4. Reconciliation (Dec to Jan)**
  - Research skills
  - Persuasive writing

## LEARNING STANDARDS (First Peoples Literary Studies & Composition)

<b>BIG IDEAS</b>	
EFP Literary Studies	Composition
The exploration of <b>text</b> and <b>story</b> deepens understanding of one's identity, others, and the world.	The exploration of <b>text</b> and <b>story</b> deepens our understanding of diverse, complex ideas about identity, others, and the world.
Texts are socially, culturally, geographically, and historically constructed.	
First Peoples texts and stories provide insight into key aspects of Canada's past, present, and future.	Language shapes ideas and influences others.
Self-representation through <b>authentic First Peoples text</b> is a means to foster justice.	Engagement with writing processes can support creativity and enhance clarity of expression.
First Peoples texts play a role within the process of <b>Reconciliation</b> .	

<b>CURRICULAR COMPETENCIES</b>	
<i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i>	
<b>A. Comprehend and connect (reading, listening, viewing)</b>	
EFP Literary Studies	Composition
Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view	
Recognize and appreciate the diversity within and across First Peoples societies as represented in texts	
Construct meaningful personal connections between self, text, and world	
Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts	
Identify bias, contradictions, and distortions	
Apply appropriate <u>strategies</u> in a variety of contexts to guide inquiry, extend thinking, and comprehend texts	Apply appropriate <u>strategies</u> to comprehend written, oral, visual, and <u>multimodal texts</u>
Recognize and appreciate how different forms, structures, and features of texts reflect diverse purposes, audiences, and messages	Recognize and appreciate how different <u>forms, formats, structures, and features of texts</u> enhance and shape meaning and impact
Recognize <u>the impact of personal, social, and cultural identities in First Peoples texts</u>	Explore how language constructs personal and cultural identities
Examine how literary elements, techniques, and devices enhance and shape meaning and impact	Access information for diverse purposes and from a variety of sources to inform writing
Assess the authenticity of First Peoples texts	Explore the relevance, accuracy, and reliability of texts
<b>B. Create and communicate (writing, speaking, representing)</b>	
EFP Literary Studies	Composition
Respectfully <u>exchange ideas and viewpoints</u> from diverse perspectives to <u>build shared understanding and extend thinking</u>	
Respond to text in personal, creative, and critical ways	
Demonstrate <u>speaking and listening skills</u> in a variety of formal and informal contexts for a <u>range of purposes</u>	
Assess and <u>refine texts to improve clarity and impact</u>	
Express an opinion and support it with evidence	

Use <u>writing and design processes</u> to plan, develop, and create engaging and meaningful texts for a variety of purposes and <u>audiences</u>	
Recognize intellectual property rights and community protocols and apply them as necessary	Use <u>acknowledgements and citations</u> to recognize intellectual property rights
Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context	Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
	Respond to text in personal, creative, and critical ways
	Assess and <u>refine texts to improve clarity and impact</u>
	Demonstrate <u>speaking and listening skills</u> in a variety of formal and informal contexts for a <u>range of purposes</u>
	Transform ideas and information to create original texts

<b>CONTENT</b>	
<i>Students are expected to know the following:</i>	
EFP Literary Studies	Composition
<u>Text forms and genres</u>	
Strategies and processes <ul style="list-style-type: none"> <li>• <u>reading strategies</u></li> <li>• <u>metacognitive strategies</u></li> <li>• <u>writing processes</u></li> <li>• <u>oral language strategies</u></li> </ul>	
<u>Text features and structures</u> <ul style="list-style-type: none"> <li>• narrative structures, including those found <u>in First Peoples' texts</u></li> <li>• form, <u>function</u>, and genre of texts</li> </ul>	<u>Text features and structures</u> <ul style="list-style-type: none"> <li>• <u>narrative structures found in First Peoples texts</u></li> <li>• <u>protocols related to ownership of First Peoples oral texts</u></li> </ul>
Language features, structures, and conventions <ul style="list-style-type: none"> <li>• <u>elements of style</u></li> <li>• <u>usage and conventions</u></li> <li>• <u>literary elements and devices</u></li> <li>• citations and <u>acknowledgements</u></li> <li>• literal and inferential meaning</li> </ul>	Language features, structures, and conventions <ul style="list-style-type: none"> <li>• language features</li> <li>• <u>elements of style</u></li> <li>• exploration of <u>voice</u></li> <li>• <u>usage and conventions</u></li> <li>• <u>literary elements and devices</u></li> <li>• citation techniques</li> </ul>
<u>Common themes in First Peoples texts</u>	
Reconciliation in Canada	
<u>First Peoples oral traditions</u> <ul style="list-style-type: none"> <li>• purposes of First Peoples oral texts</li> </ul>	
<u>Protocols</u> <ul style="list-style-type: none"> <li>• protocols related to <u>ownership and use of First Peoples oral texts</u></li> </ul>	