English 11 FP                                                       Ms. Nelson

*"Today we human beings face the biggest of obstacles, and so the greatest of challenges to our creativity and responsibility. Let us begin with courage and without limitation, and we will come*

*up with surprising solutions."* *—Jeannette Armstrong*

Welcome! English 11 First Peoples is intended for both Indigenous and non-Indigenous students. It is an exploration of First Peoples’ various world views through the study of literary, informational, and media text with local, Canadian, and international First Peoples’ content. This course focuses on the varied experiences, values, beliefs, and lived realities of First Peoples as shown in various forms of text – including oral story, speech, poetry, dramatic works, film, and prose (both fiction and non-fiction).

EFP 11 is an equivalent to English 11 and students will develop the English language and literacy skills and capacities they must have in order to meet British Columbia graduation requirements. The course continues on with the concepts covered in EFP 10, and builds on them. Since these two courses are being taught together aspects from both courses will be covered.

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**Course Objectives:  Students will develop the ability to:**

\*Develop confidence in reading, writing and speaking

\*Read actively by taking notes, questioning & annotating

\*Develop proficient speaking and presentation skills

\*Write in a variety of formats and styles

\*Read and reflect upon reading via discussion/writing/creative projects

\*Be open to new ideas, ways of knowing and perspectives

**Guiding Principles: Aboriginal Ways of Knowing and Being**

1. Learning in connected to land, culture, and spirit.

We—the two-legged, four-legged, finned and feathered, plants and rocks

—are all related.

We must always practice reciprocity through acts of

giving and receiving.

1. Learning honours our Ancestors, Elders, Knowledge Keeper and Descendants.

It respects and embraces ceremony, protocol, and teachings that are connected to

the sacred medicines including tobacco, cedar, sage, and sweetgrass.

Important teachings emerge through stories

1. Learning involves developing relationships, respecting distinct cultures, and honouring the perspectives of other in our communities.

The deepest learning takes place through lived experience.

It requires exploring our identities, learning from our mistakes,

and having gratitude for our gifts.

1. Learning is a journey that takes courage, patience, and humility.

It is about striving to become a better human being and living

with balance in body, mind, heart, and spirit.

**Assessment and Evaluation**

-Conducted on an ongoing basis.

-Criterion referenced (students know in advance how they will be marked)

-Projects, analysis of material, written assignments, discussions, simulations.

**Mark Breakdown**

Projects, Essays, Presentations-60%

Tests, Quizzes-30%

Homework, Blog, Participation-10%

**Materials** – Bring EVERY day:  Device & charger, Binder/notebook,

Silent reading book, pens, mask

**Expectations**

1. Thankfully we are back to the semester system, but students will be required to engage when at home. My blog will be updated, and communication will take place through teams where I also store class materials.

2. Come to class on time, prepared and ready to work. Treat everyone with respect.

3. Catch up on missing assignments in a timely manner. Use my blog to keep caught up if you must miss class

1. During class discussions leave all electronics respectfully closed. During independent work you may listen to music, with permission but please do not use your cell phone in class. Please remove your earbuds when you enter the classroom.

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**English FP 11  -**  ***“Stories are wondrous things. And they are dangerous”-Thomas King***

**Units covered**

Students’ attention will be drawn to recurring themes that are characteristically a part of the worldview of many First Peoples, and will include units dealing with:

-Traditional stories

-Oral tradition

-Childhood through the eyes of Indigenous Writers

-Where I Belong? Explorations into our Sense of Belonging

-Allusion in Poetry

-Relationships

-Perspectives on Land Development Issues

-Family Bonds and Family Dysfunction

-Politicization of First Peoples

-Challenges to Identity — Colonialism and Cultural Renewal

A key feature of this course is the focus on texts that represent authentic First Peoples’ voices (i.e. historical or contemporary texts created by, or with, First Peoples). During this course students will be reading, listening to, viewing, and studying various types of literature including **stories, novels, poetry,** and **drama.** Students will also work on improving their writing skills in various forms of composition including **formal research writing, creative writing, literary, narrative, persuasive, and expository essays,** and **technical writing**. Studies of grammar and literary terminology will be ongoing.

“We’re all neighbours: that’s the reality. This land has the potential for social greatness. ”Richard Wagamese