Course: English First Peoples 11 B Teacher: Miss Ashley Year: 2018-2019

**English First Peoples 11 B Poetry and Drama Focus: Course Outline**

Welcome! English 11 First Peoples is intended for both Aboriginal and non-Aboriginal 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.

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.

In our new trimester system, this course has been divided into two parts. Part A focuses on short stories and novels while Part B focuses on poetry and drama. Various forms of composition will be explored in both parts of the course.

Students’ attention will be drawn to recurring themes that are characteristically a part of the worldview of many First Peoples, such as:

* Identity
* The nature of knowledge
* The relationships between individual, family, and community.
* The importance of the oral tradition
* The relation between people and the land
* The experience of colonization and decolonization
* Humour and its role in First Peoples’ cultures

Learning outcomes for the course can be found online here: <http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/english/english-language-arts/english-10-and-11-first-peoples-2010>

This course is committed to learner centeredness. This means that the student bears a great deal of responsibility to engage him or herself with the material in thoughtful ways, and is expected to participate in learning in both individual work, and in small and large group situations. This course will also place an emphasis on awareness of self and others in equal measure.

Supplies needed:

*You will* ***need*** *the following supplies*-2 pens (one dark blue or black and one red or green), pencil, eraser, 30 cm ruler, lined paper, blank paper, subject dividers, a thesaurus, a dictionary, pencil crayons, scissors, glue stick, white out (liquid paper), 3 ring binder (1 ½ to 2 inches). You should also have a flash drive for sharing work done on the computer. If other supplies become necessary you will be informed. It would be useful for you to start saving old magazines for projects we will be doing throughout the year.

***Please Note:***

Students will encounter texts that address male and females roles, race, racism, social status, interpretations of “wealth” and “poverty”, violence, sexuality, and sexual orientation (including “two-spiritedness), as these are all aspects of First Peoples’ lived realities.

***Texts (this is a list of possible texts and resources that may be utilized)***

Short Stories/Poetry *An anthology of Canadian Native Literature in English*

Drama *Smoke Signals, Rabbit Proof Fence, Only Drunks and Children Tell the Truth, Whale Rider, Hank Williams First Nation*

Novel *Monkey Beach, Keeper & Me, Half-Breed*

The Essay as Literature *The Truth About Stories*

Oral Tradition *The Truth About Stories*

Excerpts from *The Least You Should Know About*

*Native Literature In English*

Various local adaawx

General First Peoples History *Persistence and Change*

Others Other resources may be utilized and will be provided as required.

**Portfolio Assessment and Final Presentations of Learning**

Your course work will be evaluated using portfolio assessment and final presentations of learning. Practice work, assignments, course work, quizzes and tests will be compiled throughout the year and then assessed as a whole based on the learning outcomes to determine your final course mark. Below is a description of the evaluation tools. Assessment will be based on the learning outcomes using performance standards as a guideline.

*Preparation (practice)*- This section will also consist of assignments that allow them to practice and prepare for final evaluation of their skills and abilities. This allows students to practice skills before final evaluation occurs. Formative assessment, self -evaluation and peer editing will be an important component of this section based on performance standards and assignment rubrics. Discussions and oral work are also included. It is essential that students are keeping on top of this practice work, as it will help them achieve the necessary skills and level of writing needed to achieve the learning outcomes.

*Assignments and Course Work*-This consists of writing assignments, classwork, projects, and presentations throughout the term.

*Quizzes / Tests / Exams*-This consists of quizzes, unit tests (based on one unit of study), and exams (based on several units of study).

*Final Presentations of Learning-*There will be opportunities throughout the year to present their learning to show achievement of the learning outcomes of the course. This will consist of various assignments/projects and/or tests that compile an overview of the majority of learning outcomes.

**Marking Breakdown of Learning outcomes**

Assignments, course work, projects and tests will all be used to evaluate achievement of the required learning outcomes of the course. Preparation and practice work will be used primarily for formative assessment and feedback, and are not intended for final evaluation of the learning outcomes. In general writing assignments will be assessed on a 6 point scale, similar to the one used on the provincial exam. Other assignments, course work, projects and tests may be marked using different rubrics or point values, but these will be converted to a 6 point scale for final summative evaluation based specifically on the learning outcomes for the course. These marks, based on the portfolio, will then be used to determine a final grade for the course.

6 point scale explanation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| (based on learning outcomes at grade level) | Exceeding Expectations | Fully Meeting Expectations | Satisfactorily Meeting Expectations | Minimally Meeting Expectations | Not Quite Meeting Expectations | Well Below or Not Meeting Expectations |
| Grade given | 5.5/6 | 4.5/5 | 3.5/4 | 3 | 2.5 | 2 or less |
| Converted Point range | 5.2-6 | 4.4-5.1 | 3.6-4.3 | 3-3.5 | 2.4-2.9 | 0-2.3 |
| Letter grade equivalent | A ( 86-100% ) | B/B+ (73-85%) | C/C+ (60-72%) | C- (50-59%) | D (40-49%) | E (<40%) |
| Basic general description | Assignment demonstrates superior depth of discussion and synthesis of ideas. It demonstrates an insightful understanding of concepts with thoughtful and well integrated support. | Assignment demonstrates proficient depth of discussion and synthesis of ideas. It demonstrates a clear understanding of concepts at the interpretive level. Support of concepts is convincing and relevant. | Assignment demonstrates competent discussion of ideas. It demonstrates some understanding of concepts at the interpretive level. It is organized and straight forward, but sometimes misses subtle or complex ideas. Supports concepts with relevant details. | Assignment demonstrates a somewhat adequate discussion of ideas. It demonstrates some understanding of concepts at a literal level. It is often unclear, incomplete or lacks detail in responses. Ideas often simplistic or unevenly developed. Support not clearly connected. | Assignment demonstrates an inadequate discussion of ideas. It often demonstrates a misunderstanding or misinterpretation of concepts. Responses are often incomplete or restatements of texts. Underdeveloped and limited ideas. Support is absent or flawed with little evidence of connections. Does not meet expectations of the task. | Assignment demonstrates a less than acceptable discussion of ideas. It demonstrates a misreading or misinterpretation. Responses are often irrelevant or off topic. No evidence of support or connections between ideas. May be too short to meet requirements. Makes little or no attempt to accomplish task. |

**Other things to remember**:

Please let me know if you are having difficulties with your studies and arrange for help either during or outside of class time. Students are responsible for catching up on missed work. They should establish one or two people in the class with whom they can find out what they have missed. If students are going to be away they should let the teacher know as far in advance as possible. If possible and feasible, work will be given for the time they are away however, there is no guarantee. They may need to catch up on this work when they come back. It should also be made clear that missing too much class time will have a detrimental effect on a students’ chance of success in class. Skipping classes is not acceptable. Assignments/tests missed as a result of this behavior will not be able to be made up and will count as missed work with the same consequences as incomplete work.

**Writing process**

All students writing assignments must follow the writing process and include evidence of their work, including brainstorming, notes, outlines, rough drafts, editing and of course, their good copy. If these steps are not followed the student may be required to redo the assignment. Given that all aspects of the writing process are part of the learning outcomes for the course, not completing these elements may result in less than satisfactory achievement of course requirements, and could lead to incomplete assessments.

**Incomplete work**

If a student fails to hand in an assignment and has not done so by the time indicated by the teacher for final submissions, they will no longer be able to hand in that assignment, unless prior arrangement has been made with the teacher, or there are extenuating circumstances. An Incomplete “I” will be given for such assignments until such time as they are completed at a level satisfactory to the learning outcomes. If the assignment is completed after the fact, and is at a satisfactory level to meet the learning outcomes, the “I” will be replaced with an omitted score or a pass. If the missing assignment is not handed in at a satisfactory level, the “I” will be replaced by a zero, or the grade resulting from not meeting the expectations for the assignment. This will indicate that the learning outcomes for that assignment have not been met, and could lead to failure to meet the requirements of the course.

Depending on the nature of the assignment, and/or the reason it was not handed in, it is possible that an alternate assignment may be given to allow the student to make up for the work they missed. In this case the alternative assignment will be based on the same learning outcomes as the original and will need to be completed by the date given. In this case if the alternate assignment is completed by the assigned date then it will receive a mark based on the learning outcomes. If it is not completed by the assigned date then the “I” will be replaced by a zero. If students receive incomplete assessments on required learning outcomes this can lead being unsuccessful in the course and having to repeat.

**Enrichment work:**

Should a student wish to do further study in a particular area related to English they may speak with the teacher and submit a proposal for their study initiative. Please note that this type of assignment would not be considered bonus work, but rather, a chance to improve a student’s grades by having the chance to submit projects/assignments done at a high level of achievement. These marks would then be added into the overall mark scheme for final evaluation.

**Last note**:

You will be required to give me a valid email address. If you do not want me to use your school email, please email me your address, so I can forward handouts and assignments to you. I will sometimes send you things through email so please check regularly. My email address is [aashley@sd52.bc.ca](mailto:aashley@sd52.bc.ca) . This is the easiest and best way to contact me. If possible I would also like an email address where I can reach your parents at in case I need to contact them. Please let them know that this is the quickest and most efficient way to get in touch with me. Many class handouts, assignments and helpful links can be found on my website: [aashley@weebly.com](mailto:aashley@weebly.com) and then looking for the link to this class. This should be up and running within the first couple weeks of class.

**PLEASE REMEMBER REGULAR ATTENDANCE IS CRUCIAL TO YOUR SUCCESS IN CLASS!**