



English First Peoples 12

COURSE OUTLINE

Overview

English 12 First Peoples is one of three provincial courses available for students to satisfy the Grade 12 English Language Arts graduation program requirement in British Columbia. It is designated as a four-credit course and has a Graduation Program examination (worth 40% of the final course mark), which all students must write in order to receive credit for this course.

Like English 12, English 12 First Peoples (EFP 12) is designed to satisfy the entrance requirements for the full range of post-secondary educational programs. Students are expected to demonstrate an understanding of sophisticated texts of recognized literary merit and complete challenging assignments to rigorous academic standards.

The focus of this course is on deepening understanding of Indigenous issues and perspectives through the exploration of Authentic Indigenous text. Students will explore text in a variety of forms and genres, and will be encouraged to think critically, creatively, and reflectively to explore ideas within and between texts; they will write in a variety of genres, structures, and forms, and will be encouraged to take risks and become ever more precise and intentional in their use of language.

English First Peoples 12 is organized into four units:

- Unit One: Unit One is divided into two parts: Situating Ourselves and Speaking Out. Essential question: How are Indigenous Peoples speaking out against historical silencing?
- Unit Two: Land and Identity
Essential Question: What are the connections between land and personal or cultural identity?

- Unit Three: Novel Study
Essential Question: How do stories deepen our understanding of complex societal issues?
Novel Choices will change periodically, as new literature is released. The choices will be announced within the course.
- Unit Four: Voice
Essential Question: How does an authentic Indigenous voice play a role in Reconciliation and in fostering Justice?

What makes this course different from English 12:

- is based entirely on the study of “texts” representing authentic First Peoples voices (“texts” is here understood to refer to oral, audio, visual, cinematic, and electronic media works as well as written works).
- Incorporates First Peoples principles of learning in the curriculum content and instruction.
- places increased emphasis on the study and command of oral language and on First Peoples' oral tradition.
- recognizes the value of First Peoples' worldview and the importance of culture in language and communication.
- promotes teaching the curriculum through a focus on themes, issues, and topics important to First Peoples.

Big Ideas

There are a number of big ideas identified in the curriculum for this course. Here are the ones that we'll spend the most time exploring:

- The exploration of text and story deepens our understanding of diverse, complex ideas about 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 in the process of Reconciliation

Curricular Competencies

There are two broad sets of curricular competencies for this course.

Comprehend and Connect - These are the competencies connected to reading, viewing, and listening. Students will explore text in a variety of forms and genres and will be encouraged to think critically, creatively, and reflectively to explore ideas within and between texts.

Create and Communicate - These are the competencies connected to crafting, revising, and polishing original texts. Students will write in a variety of genres, structures, and forms, and will be encouraged to take risks and become ever more precise and intentional in their use of language.

Prerequisites: English Language Arts 10, 11 or English First Peoples 10, 11

Course Materials

No textbook is required. Course content is delivered on our Moodle platform through videos, online links, and associated course content. All students will need to find their own novel for the Independent Novel Study.

Assessment

Assessment is the systematic gathering of information about what students know, understand, and are able to do in relation to the curricular competencies and content for this course.

Here are the key ways you will be assessed:

- Assignments in a variety of forms and genres, including personal responses; synthesis charts; expository, descriptive, and persuasive writing; and speaking tasks.
- Supervised assessments (midterm and final). These assessments are supervised at our testing centers.
- Self-assessment about student learning and growth conducted through phone or Zoom interviews
- A final mark will be based on the student's body of work as a whole, taking into consideration both supervised and unsupervised assessments.
- Students will be assessed using the BC Proficiency Scale. BC Performance Standards

Reporting

Progress Reports

Progress Reports are sent to both students and parents through the Moodle website. These reports are sent via email and are based on information provided on course introduction forms. Please make sure your **Moodle profile** is up to date with this information.

Report Cards

These will be issued for the Fall term in November, March and June. For Spring/Summer only a final report card is issued in August.

These reports are available for Delta School District students on student and parent connect. For those not attending one of our high schools. Please call our Continuing Education office 604-940-5550 to receive a copy.

****Only students who have done enough work to meet the activity requirement for the course will get report cards by the term deadlines outlined by their teachers.****

What does this mean? Even if you are getting progress reports you are not considered an **active (official student)** until you have completed a significant amount of the course. For this course, UNIT ONE must be submitted and assessed to meet the activity requirement and become active in your course.

Course reports are based on only what has been submitted for the Fall until April 1st and for the Spring/Summer until July 15th. At this time, all missing assignments will count in grade calculations; this gives students a realistic picture of current course standings.

It is important when viewing report cards and progress reports up until this point that the amount of the course completed is taken into consideration. (ie. 90% standing in a course that is only 10% complete is very different than 90% in a course that is 80% complete).

Plagiarism

Plagiarism and Academic Dishonesty

Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work, as by not crediting the author (Dictionary.com) <http://dictionary.reference.com/browse/plagiarism>

Plagiarism can be done either intentionally or accidentally. Regardless, it is an academic offense with varying consequences – from a mark of zero for work submitted to expulsion from the course and/or online program. Plagiarism takes various forms: copying another's work, not citing another's original work, cutting and pasting from the internet and claiming the work as your own, allowing other students to copy and submit your work as their own, and so on. It is YOUR RESPONSIBILITY to be aware of the rules around using and citing other people's work.

Many excellent websites exist that can help answer questions about plagiarism. Here are a few examples:

<http://www.plagiarism.org/>

<http://www.grammarly.com/>

<http://www.englishclub.com/writing/plagiarism.htm>

<http://australianhelp.com/plagiarism>

If you are uncertain as to whether you may be plagiarizing someone's work, check with your teacher or consult the many websites that outline the rules.

If a student is found to have submitted plagiarized work, the Delta Access teacher will notify both the student and Delta Access administration to document the violation and to determine further consequences. Repeated occurrences of plagiarism will likely result in a final mark of "Failure" in the specific online course.

Contacting your Teacher

Mrs. Armstrong is available to answer your questions and help you if you are struggling. Please email me at tmarmstrong@deltaschools.ca and I will get back to you within 24 hours. Constant communication with your teacher is key to success in a DL course. Email for help whenever necessary. Do not use Moodle messaging, please.

When you email me, please tell me your legal name, course title and level, eg. Tracy Armstrong English 12.

If you have any concerns that cannot be addressed by your teacher, please contact Delta Access directly – deltaaccess@deltasd.bc.ca or call 604-599-6398.

Frequently asked questions: <https://deltalearns.ca/deltaaccess/faq/>

Booking a test: <https://deltalearns.ca/deltaaccess/book-a-test/>