



English First Peoples 10 Literary Studies and Writing

COURSE OUTLINE

Overview

EFP 10 is a combination of Literary Studies and Writing.

EFP Literary Studies 10 is designed for students who are interested in exploring First Peoples literature in a variety of contexts, genres, and media. This area of choice provides students with opportunities to explore personal and cultural identities, histories, stories, and connections to land/place. This course is grounded in the understanding of how texts are historically and culturally constructed. Students will work individually and collaboratively to broaden their understanding of themselves and the world.

EFP Writing 10 is designed for students who are interested in writing for a variety of purposes and contexts. This area of choice provides students with opportunities to become better writers through the exploration of personal and cultural identities, memories, stories, and connections to land/place. Within a supportive community, students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging compositions. This course is grounded in the exploration and application of writing processes, inviting students to express themselves as they experiment with, reflect on, extend, and refine their writing.

Learning Outcomes:

The activities in this course are based on the [core competencies](#) and curricular competencies as provided by the Ministry of Education of BC.

English First Peoples 10 is organized into six units:

1. Connections to Place
2. Indigenous Storytelling Traditions
3. Independent Novel Study
4. Personal and Cultural Identity
5. Voices
6. Past, Present, and Future

What makes this course different from English 10:

- This course 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).
- It incorporates First Peoples principles of learning in the curriculum content and instruction.
- It 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.

Prerequisites: English Language Arts 9 or English First Peoples 9.

Course Materials

No textbook is required. Course content is delivered on our D2L 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.
- 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

Progress Reports

Progress Reports are sent to both students and parents through the website. These reports are sent via email and are based on information provided on course introduction forms. Please make sure your **D2L 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 the activation assignment will be able to view subsequent material for the course. This is one of the unique features of D2L.**

What does this mean? Even if you are getting progress reports you are not considered an **active (official student)** until you have completed the activation assignment.

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

Mr. Allan is available to answer your questions and help you if you are struggling. Please email me at tallan@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.

When you email me, please tell me your legal name, course title and level, eg. Todd English 10 First Peoples. 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: deltaaccess.ca