

ENGLISH 12 FIRST PEOPLES

Integrated Resource Package 2008

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This document has been developed by the First Nations Education Steering Committee (FNESC) in partnership with the British Columbia Ministry of Education. This development process—undertaken pursuant to a jurisdictional agreement between the Province of British Columbia and the First Nations Education Steering Committee—represents a departure from past practice with respect to both the development of provincially prescribed curriculum and the provision of resource documentation to support provincially prescribed curriculum. This distinctive development process was intended to ensure that

- teaching and learning with respect to First Peoples in British Columbia’s school system is based on authentic knowledge and understanding, as articulated by Elders, educators, and other content experts from within British Columbia’s First Nations and Métis communities
- decisions affecting teaching and learning with respect to First Peoples in British Columbia’s school system take appropriate account of the advice and opinion of community leaders from within the province’s First Nations and Métis communities
- the development process was representative of diverse First Peoples cultures from across BC.

FNESC would like to thank all who participated in the process of developing this IRP.

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FNESC would also like to acknowledge the working groups for the *English Language Arts K to 7 IRP* (2006) and the *English Language Arts 8 to 12 IRP* (2008), whose work formed the foundation for this IRP.

This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement English 12 First Peoples.

The information contained in this document is also available on the Internet at www.bced.gov.bc.ca/irp/irp.htm

Additional information and support related to this IRP is also available from the First Nations Education Steering Committee (FNESC): www.fnesc.bc.ca

The following paragraphs provide brief descriptions of the components of the IRP.

INTRODUCTION

The Introduction provides general information about English 12 First Peoples, including special features and requirements. Included in this section are

- a rationale for teaching English 12 First Peoples in BC schools
- a description of the nature and intent of the course
- a description of the curriculum organizers—groupings for Prescribed Learning Outcomes that share a common focus.

CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

PRESCRIBED LEARNING OUTCOMES

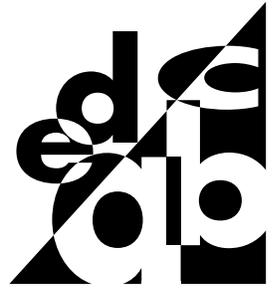
This section contains the *Prescribed Learning Outcomes*, the legally required content standards for the provincial education system. The Prescribed Learning Outcomes define the required attitudes, skills, and knowledge for each subject. They are statements of what students are expected to know and be able to do by the end of the course.

STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific achievement indicators for each Prescribed Learning Outcome. Achievement indicators are statements that describe what students are able to do in order to demonstrate that they fully meet the expectations set out by the Prescribed Learning Outcomes. Achievement indicators are not mandatory; they are provided to assist in assessing how well students achieve the Prescribed Learning Outcomes.

LEARNING RESOURCES

This section contains general information about learning resources and the selection of authentic First Peoples texts to support this course.



INTRODUCTION

English 12 First Peoples

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for English 12 First Peoples (EFP 12). The development of this IRP has been guided by the following principles of learning, which are common to all provincial curricula:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

Implicit in the development of EFP 12 are the following First Peoples principles of learning, which are affirmed within First Peoples societies and are reflected in the course curriculum:

- 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 (focussed 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.

Because these principles of learning represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Peoples societies, it must be recognized that they do not capture the full reality of the approach used in any single First Peoples society.

In addition, this document recognizes that British Columbia's schools include students of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the Prescribed Learning Outcomes and achievement indicators.

English 12 First Peoples, in draft format, was available for public review and response in the fall of 2007. In addition, the draft curriculum and its accompanying Teacher Resource Guide were piloted in selected schools across the province during this period.

Feedback from educators, students, parents, and other educational partners informed the development of this curriculum.

Note: Throughout this document, the term "First Peoples" refers to First Nations, Métis, and Inuit peoples in Canada, as well as to indigenous peoples around the world.

RATIONALE

English 12 First Peoples provides opportunities for all students to

- engage with indigenous creative expression
- enter the worlds of First Peoples provincially, nationally, and internationally.

The course focusses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text—including oral story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction).

English 12 First Peoples is the academic equivalent of English 12. The course is designed to enable students to develop the English language and literacy skills and capacities they must have in order to meet British Columbia's graduation requirements.

KEY FEATURES OF THE COURSE

One key feature of the course is its focus on texts that present authentic First Peoples voices (i.e., historical or contemporary texts created by or with First Peoples). The emphasis on authenticity is also reflected in the recognition that important and distinctive genres of First Peoples expression must be included in the range of texts studied (e.g., oratory, creation stories, contemporary oral stories, trickster/transformer stories, masks). For more information on authentic First Peoples texts, please refer to the Learning Resources section later in this IRP.

Another key feature of the course is the recurrence of central themes such as identity and the significance of colonization. Creative expression, including a people's language and literature, informs identity in incalculable ways. Historically, First Peoples expressive traditions were suppressed in favour of an identity that negated their true history. Accordingly, questions such as Who am I? and What are my roots? are of particular relevance in discussions about many First Peoples texts. Through the study of First Peoples literature, all students—Aboriginal and non-Aboriginal—can gain insight into the diverse factors that have shaped and continue to shape their own identities.

The curriculum for the course recognizes that understanding the social and cultural contexts within which each text originates is critical to students' grasp of the text. As in any English class, including English 12, students in EFP 12 will need to develop a clear awareness of a text's presumed purpose(s) and audience. In addition, students who take English 12 First Peoples must be given opportunities to

- engage with, create, and present oral texts and develop an understanding of the significance of the oral tradition
- discern the connections between particular texts and worldviews that are characteristically part of the outlook of many First Peoples
- experience (read, view, listen to, respond to, and write about) texts in ways that are consistent with First Peoples pedagogical approaches
- examine texts grounded in varied First Peoples cultures, including local First Peoples perspectives.

Oral Texts and Oral Tradition

While an emphasis on oral language is a significant aspect of all BC English language arts curricula from K through 12 (reflected in an organizational structure that features Oral Language as one of three main curriculum organizers), the emphasis on oral language and on the study of oral texts is particularly important in EFP 12. The maintenance of oral tradition is considered critical in virtually all First Peoples cultures, and effective implementation of English 12 First Peoples will include a study of oral tradition and will allow students to experience oral texts first-hand. In this way, students will come to fully appreciate the significance of a living oral tradition.

At the same time, when dealing with oral texts in translation, it is hoped that students will begin to develop awareness of some of the key similarities and differences between the source language and the English rendering.

Because the ownership and knowledge of many authentic oral texts lies exclusively within local First Peoples communities, an effective implementation of English 12 First Peoples will involve the establishment of connections between the classroom and First Peoples communities or organizations. See the Considerations for Program Delivery section later in this IRP for more information on working with the local First Peoples community.

First Peoples Worldviews

An effective implementation of English 12 First Peoples will draw attention to recurring themes that are characteristically part of the worldview of many First Peoples such as

- connection with the land and environment
- the nature and place of spirituality as an aspect of wisdom in First Peoples cultures
- the nature of knowledge—who holds it, what knowledge is valued
- the role of Elders
- the relationships between individual, family, and community
- the importance of the oral tradition
- the experience of colonization and decolonization (e.g., residential schools, the reserve system, land claims)
- humour and its role in First Peoples cultures.

First Peoples Pedagogy

An effective implementation of EFP 12 will allow students to experience texts through reliance on a pedagogy that is commonly used within many First Peoples cultures. Features of this approach include

- a commitment to learner-centredness (for example, supporting students in a respectful and non-co-optive way to develop their own personal learning, while encouraging a sense of personal responsibility for learning)
- a focus on experiential learning rather than an exclusive reliance on teacher-led discussions about texts (for example, incorporating opportunities for figural as well as symbolic learning such as having students internalize, memorize, and present oral texts; having students create their own oral texts; or having students engage directly with the local First Peoples community through field studies, interviews, and the involvement of guest speakers)
- an emphasis on awareness of self and other in equal measure (for example, establishing a classroom environment that respects the contributions of each member and provides time and opportunity for even the more reticent students to contribute to group processes)
- a recognition of the value of group process (for example, being especially sensitive to the time it takes for groups to come to consensus or to the teachable moment)

- a willingness to adopt a recursive approach to texts (for example, being willing to revisit the same text more than once)
- a support for varied forms of representation (for example, providing ample opportunity for students to demonstrate their understanding of fiction and poetry through the use of drama, art, media, dance, song, music, etc.).

A Variety of Perspectives

While the focus in EFP 12 will be primarily on First Peoples voices from British Columbia, it is important that students also have an opportunity to study texts that reflect First Peoples perspectives from elsewhere in Canada and throughout the world. Indeed, students should come to recognize the diversity that exists among First Peoples.

In this course, students will encounter texts that address male and female roles, race, racism, social status, interpretations of “wealth” and “poverty,” violence, sexuality, and sexual orientation, including “two-spiritedness”—all aspects of First Peoples lived realities.

An effective implementation of the course will allow opportunities for students to participate in the selection of texts for study.

REQUIREMENTS AND GRADUATION CREDITS

EFP 12 is one of three provincial courses available for students to satisfy the grade 12 English language arts graduation program requirement. English 12 First Peoples is designated as a four-credit course, and must be reported as such to the Ministry of Education for transcript purposes. Letter grades and percentages must be reported for this course. It is not possible to obtain partial credit for this course.

GRADUATION PROGRAM EXAMINATION

This course has a graduation program examination worth 40% of the final course mark. All students taking English 12 First Peoples are required to write the examination in order to receive credit for this course.

For examination specifications—including the List of Examinable Texts—refer to the Ministry of Education examinations web site: www.bced.gov.bc.ca/exams

PROVINCIAL SCHOLARSHIPS

The English 12 First Peoples examination is one of the exams students may use to earn a provincial scholarship.

To qualify for the scholarship, students need three exam scores of 86% or higher. Students who achieve 86% or higher on both English 12 and English 12 First Peoples exams may use both toward a provincial scholarship.

The Communications 12 exam is not counted towards provincial scholarships.

CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of Prescribed Learning Outcomes that share a common focus. The Prescribed Learning Outcomes for English 12 First Peoples are grouped under the following curriculum organizers and suborganizers:

| Curriculum Organizers and Suborganizers | |
|--|--|
| ORAL LANGUAGE | <ul style="list-style-type: none"> • <i>Purposes</i> • <i>Strategies</i> • <i>Thinking</i> • <i>Features</i> |
| READING AND VIEWING | <ul style="list-style-type: none"> • <i>Purposes</i> • <i>Strategies</i> • <i>Thinking</i> • <i>Features</i> |
| WRITING AND REPRESENTING | <ul style="list-style-type: none"> • <i>Purposes</i> • <i>Strategies</i> • <i>Thinking</i> • <i>Features</i> |

Note that these organizers and suborganizers are provided for the purpose of identifying Prescribed Learning Outcomes; they are not intended to suggest a linear means of course delivery.

Oral Language (Speaking and Listening)

The inclusion of a curriculum organizer for oral language highlights the importance of oral communication for all English language arts from K to 12. This recognizes that literacy is about more than just reading and writing—it is about how we communicate effectively and purposefully in society.

Oral language has an even greater significance for EFP 12, which includes an emphasis on learning about the importance of oracy and the oral tradition in First Peoples cultures, including the maintenance and preservation of those cultures.

The oral language section of the curriculum focusses on

- **Purposes**—providing opportunities for students to
 - learn about the function, significance, and validity of the oral tradition in First Peoples cultures
 - experience authentic First Peoples texts
 - develop their capacity to interact effectively with peers and adults
 - present material orally
 - listen attentively, respectfully, critically, and with purpose
- **Strategies**—increasing students’ awareness of, engagement in, and development of the processes, skills, and techniques they can use to be more successful in their oral interactions and presentations
- **Thinking**—extending students’ capacity to use oral language to make connections, develop ideas, consider multiple perspectives, increase vocabulary, and use metacognition to assess their strengths and set goals to scaffold improvement
- **Features**—increasing students’ knowledge of and appreciation for the forms of oral expression and the expectations of various audiences, as well as their capacity to control syntax, diction, and other aspects of oral communication.

Note that, although this curriculum organizer articulates separate Prescribed Learning Outcomes for speaking and listening, it is expected that oral language strategies will also be used to support the reading and writing organizers (e.g., talking about texts read or viewed, using dialogue as a drafting strategy for writing).

Reading and Viewing

This curriculum organizer focusses on the skills of understanding and responding to a wide range of literary, informative, and persuasive written and visual texts. The Prescribed Learning Outcomes in this organizer are designed to help students become effective readers and viewers, able not only to comprehend the ideas communicated in a text, but to apply them in new contexts.

The reading and viewing section of the curriculum focusses on

- **Purposes**—providing opportunities for students to read and view various types of authentic texts (written and visual) for multiple purposes,

including comprehension, fluency, and exploration of different perspectives

- **Strategies**—increasing students’ repertoire of strategies and techniques they can use before, during, and after reading and viewing in order to comprehend and extend their understanding of texts
- **Thinking**—developing students’ ability to make connections, analyse the effect of social and historical influences, and students’ metacognitive capacity to identify and achieve goals for improvement
- **Features**—developing students’ awareness of the different types of written and visual text, the characteristics that distinguish them, and the impact of the stylistic effects used (e.g., circular structure).

For information about selecting authentic First Peoples texts for reading and viewing, please refer to the Learning Resources section later in this IRP.

Writing and Representing

Through the creation, production, and presentation of a wide range of written and visual texts, students gain confidence and competence in communicating effectively in a range of forms and styles to suit specific purposes and audiences.

The writing and representing section of the curriculum focusses on

- **Purposes**—providing students opportunities to create various kinds of personal, imaginative, informational, and visual texts
- **Strategies**—developing students’ repertoire of approaches to creating texts, including those that apply before (e.g., note-taking, brainstorming), during (e.g., experimenting with word choice), and after (e.g., editing, presenting) writing and representing
- **Thinking**—expanding students’ capacity to extend thinking by using writing and representing to connect ideas, explore perspectives, and to set and achieve goals to improve their writing and representing
- **Features**—developing students’ ability to use features and conventions of language to enhance meaning and artistry in their reading and writing.

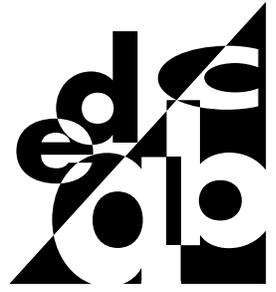
SUGGESTED TIMEFRAME

English 12 First Peoples is a four-credit course, and as such requires approximately 90-110 hours of instructional time.

The following allocations of instructional time are suggested for the various types of oral, written, and visual texts that students study throughout the course.

| Type of Text | Suggested Time Allocation |
|--|---------------------------|
| LOCAL TEXTS <ul style="list-style-type: none"> • primarily oral and visual texts, but including written as well • drawn from and/or through local First Nations community(ies), Inuit and Métis organizations, organizations such as Friendship Centres, etc. | 15-25 h |
| EXAMINABLE TEXTS <ul style="list-style-type: none"> • novels, biographies, poetry, plays, films, and short prose (see Prescribed Learning Outcome B1 and the List of Examinable Texts—available at www.bced.gov.bc.ca/exams/specs/) | 25-30 h |
| CLASS-SELECTED TEXTS <ul style="list-style-type: none"> • chosen by individual students, groups, the whole class, and/or the teacher | 50-55 h |

The expectations associated with the curriculum organizers and suborganizers apply to the study of the three types of texts (local, examinable, and class-selected).



CONSIDERATIONS FOR
PROGRAM DELIVERY

English 12 First Peoples

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, equity, and accessibility for all learners
- connections to other subject areas
- working with the Aboriginal community
- copyright and responsibility

In addition, teachers will find considerable support for delivering EFP 12 in the FNEsc *English 12 First Peoples Teacher Resource Guide*.

The EFP 12 Teacher Resource Guide is available online
www.fnesc.ca/efp12

ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to English 12 First Peoples.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing Prescribed Learning Outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all Prescribed Learning Outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery Policy. The policy does not permit schools to omit addressing or assessing any of the Prescribed Learning Outcomes within the health and career

education curriculum. Neither does it allow students to be excused from meeting any Prescribed Learning Outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related Prescribed Learning Outcomes and will be able to demonstrate their understanding of these Prescribed Learning Outcomes.

For more information about policy relating to alternative delivery, refer to www.bced.gov.bc.ca/policy/

ADDRESSING LOCAL CONTEXTS

The English 12 First Peoples curriculum includes opportunities for individual teacher and student choice in the exploration of topics and selection of texts to meet certain Prescribed Learning Outcomes. This flexibility allows educators to plan their programs to meet the particular requirements of their students and to respond to local contexts. When selecting topics and texts it may be appropriate to incorporate student input.

There are many distinct and diverse First Peoples communities in BC and Canada. In order to reflect BC First Nations cultural diversity and make this course meaningful for students, teachers are advised, wherever possible, to have students achieve the course outcomes through a focus on local stories and texts—a focus on the First Nation(s) whose traditional territories are in that part of the province.

To achieve course Prescribed Learning Outcomes through a focus on local cultures, teachers will need to develop their own library of learning materials pertaining to the local community and build a support network that includes local First Peoples. Teachers are encouraged to establish relationships with First Nations Tribal Councils, Band Councils, or urban First Nations organizations to obtain support for achieving course objectives (see the ensuing section, Working with the First Peoples Community, for further details).

When implementing this course, it is important to recognize that local cultural protocols exist. Permission for use of First Nations cultural materials or practices such as legends, stories, songs, designs, crests, photographs, audiovisual materials, and dances should be obtained through consultation with individuals, families, Elders, hereditary chiefs, Band Councils, or Tribal Councils. This authorization should be obtained prior to the use of any educational plans or materials.

INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the Prescribed Learning Outcomes in the English 12 First Peoples curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is suggested that schools inform parents and guardians about the EFP 12 curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the Prescribed Learning Outcomes for the subject by sending home class letters, providing an overview during parent-teacher interviews, etc.
- responding to parent and guardian requests to discuss unit plans, learning resources, etc.

WORKING WITH THE FIRST PEOPLES COMMUNITY

English 12 First Peoples includes opportunities to draw upon the experiences and wisdom of First Peoples teachers, Elders, and other knowledgeable members of each school's or district's local Aboriginal community(ies). This support and participation will be invaluable in helping teachers bring information about First Peoples into the classroom in a way that is accurate and that reflects First Peoples concepts of teaching and learning.

Initiating an effective EFP 12 program with strong local content will require teachers to draw upon a variety of resources and create a support network.

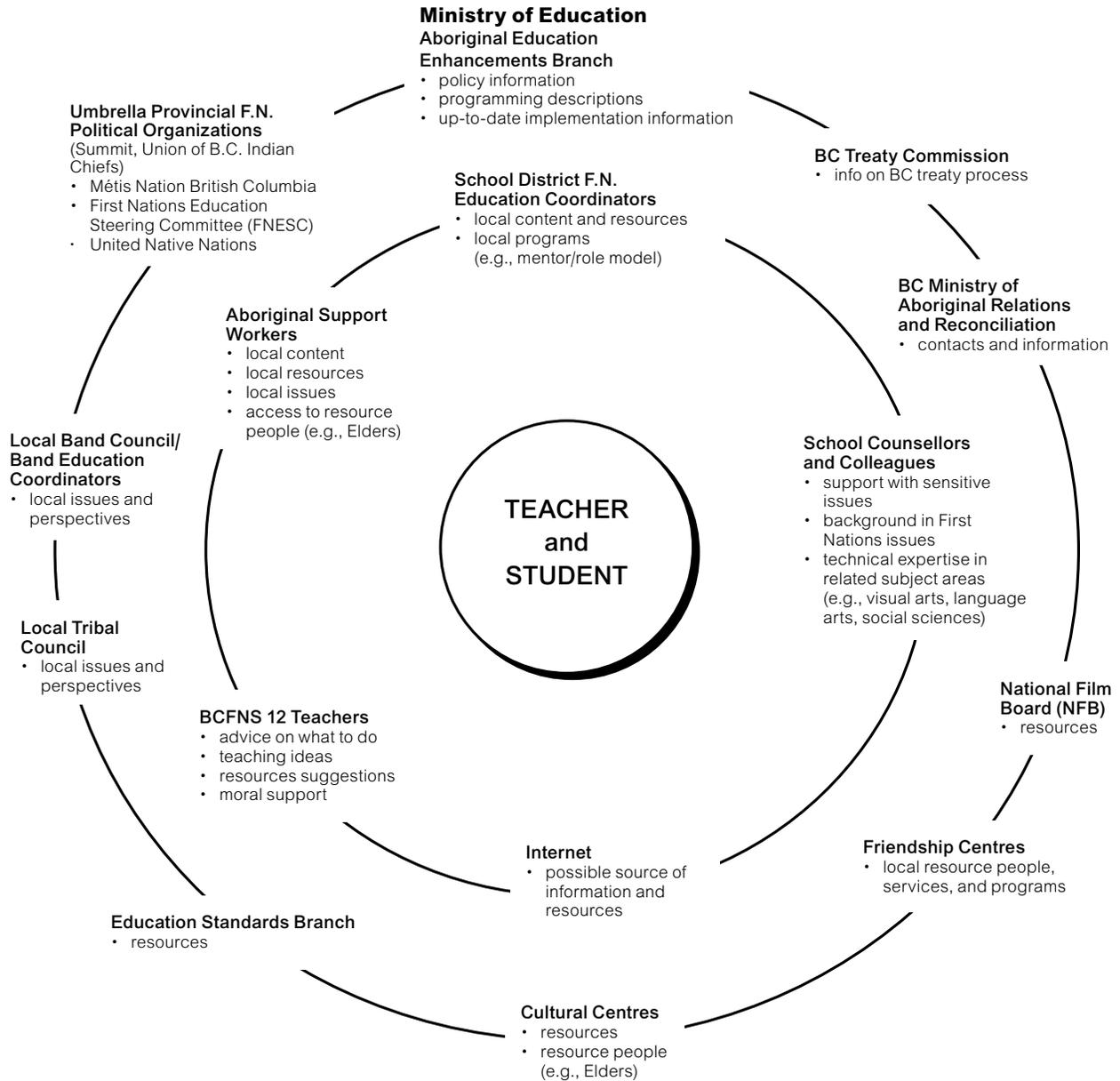
Building strong community links—engaging in consultation with local First Peoples and seeking their support for what is being taught—will help teachers provide active, participatory, experiential learning and localize course content. The accompanying diagram, “Building a Support Network,” illustrates the various contacts that teachers might wish to establish to obtain help.

Prior to initiating contacts with the chiefs, Elders, or other authorities in the local First Nation, teachers may wish to consult with other teachers (e.g., colleagues in other parts of the province who already have some experience with this course) and the local First Nations education coordinator. The local First Nations education coordinator, in particular, can serve as a valuable contact person to help secure local community support.

Teachers may also wish to consult the various Ministry of Education publications available, including the “Planning Your Program” section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, First Peoples in BC.

For more information about these documents, consult the ministry's Aboriginal Education web site:
www.bced.gov.bc.ca/abed/welcome.htm

BUILDING SUPPORT NETWORKS



ESTABLISHING A POSITIVE CLASSROOM CLIMATE

Teachers are responsible for setting and promoting a classroom climate in which students feel comfortable learning about and discussing topics in English 12 First Peoples. The following are some guidelines that may help educators establish and promote a positive classroom climate.

- Allow class members sufficient time and opportunities to become comfortable with each other before engaging in group discussion. It is important that the classroom climate encourage students to relate to one another in positive, respectful, and supportive ways. Be prepared to facilitate any potentially controversial discussions.
- Establish clear ground rules for class discussions that demonstrate respect for privacy, for diversity, and for the expression of differing viewpoints.
- Become familiar with
 - relevant legislation (e.g., *Human Rights Code*; *Child, Family and Community Services Act*)
 - relevant initiatives (e.g., *Safe, Caring and Orderly Schools: A Guide* and *Diversity in BC Schools: A Framework*)
 - provincial and district policies and protocols concerning topics such as disclosure related to child abuse, protection of privacy, and alternative delivery.

Further information about these policies and initiatives is available online:

BC Handbook for Action on Child Abuse and Neglect
www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf

Safe, Caring and Orderly Schools
www.bced.gov.bc.ca/sco/

Diversity in BC Schools: A Framework
www.bced.gov.bc.ca/diversity/diversity_framework.pdf

Human Rights Code
www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm

Child, Family and Community Services Act
www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm

- Activities and discussion related to some of the topics in EFP 12 may evoke a strong emotional response from individual students. Inform an administrator or counsellor when any concern arises, and ensure students know where to go for help and support.
- Ensure that any external groups or organizations making a presentation to students have met the

local board/authority guidelines for presenting. There should be a direct relationship between the content of the presentation and the Prescribed Learning Outcomes. Review any materials they may use, especially handouts, for appropriateness.

CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including English 12 First Peoples.
- Do not use students' Personal Education Numbers (PEN) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).
- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the English 12 First Peoples curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to www.msers.gov.bc.ca/privacyaccess/

INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include students of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of English 12 First Peoples, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the Prescribed Learning Outcomes in this IRP can be addressed by all students, including those with special and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the Prescribed Learning Outcomes. Modifications can be made to the Prescribed Learning Outcomes for students with Individual Education Plans.

For more information about resources and support for students with special needs, refer to www.bced.gov.bc.ca/specialed/

For more information about resources and support for ESL students, refer to www.bced.gov.bc.ca/esl/

COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

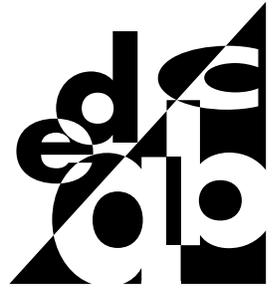
- photocopy copyrighted material to avoid purchasing the original resource for any reason

- photocopy or perform copyrighted material beyond a very small part—in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements—see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videorecordings that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied.

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school's financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to www.cmec.ca/copyright/indexe.stm



PRESCRIBED LEARNING OUTCOMES

English 12 First Peoples

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, Prescribed Learning Outcomes set out the required attitudes, skills, and knowledge—what students are expected to know and be able to do by the end of the specified course.

Schools have the responsibility to ensure that all Prescribed Learning Outcomes in this curriculum are addressed; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the Prescribed Learning Outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed Learning Outcomes for English 12 First Peoples are presented by curriculum organizer and suborganizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

WORDING OF PRESCRIBED LEARNING OUTCOMES

All Prescribed Learning Outcomes complete the stem, “It is expected that students will”

When used in a Prescribed Learning Outcome, the word “including” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

DOMAINS OF LEARNING

Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the Prescribed Learning Outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also inform the design and development of the graduation program examination for this course.

ENGLISH 12 FIRST PEOPLES

It is expected that students will:

ORAL LANGUAGE

Purposes

- A1 explain the function, significance, and validity of the oral tradition
- A2 interact and collaborate in pairs, small groups, and large groups to
 - achieve common goals
 - achieve consensus
 - support the learning of self and others
 - explore ideas, information, emotions, and experiences
 - deepen discussion
 - gain insight into others' perspectives
 - comprehend a variety of texts
 - reflect and make meaning
 - respond personally, critically, and creatively
 - create a variety of texts
- A3 express ideas, information, and understandings in a variety of situations and forms to
 - explore and respond
 - recall and describe
 - narrate and explain
 - support and extend
 - argue, persuade, and critique
 - engage and entertain
- A4 listen to comprehend a wide range of authentic First Peoples oral texts reflecting a variety of purposes, messages, and contexts, including texts relating to
 - life lessons
 - individual and community responsibilities and obligations
 - rites of passage
 - family histories
 - creation stories
 - formal speeches

Strategies

- A5 select, adapt, and apply a range of strategies to interact and collaborate with others in pairs, small groups, and large groups, including
- initiating and sharing responsibilities
 - listening actively
 - contributing ideas and supporting the ideas of others
 - seeking out diverse perspectives
 - reaching consensus or agreeing to differ
- A6 select, adapt, and apply a range of strategies to prepare formal and informal oral communications, including
- interpreting a task and setting a purpose
 - generating ideas
 - considering multiple perspectives
 - synthesizing relevant knowledge and experiences
 - planning, memorizing, and rehearsing presentations
- A7 select, adapt, and apply a range of strategies to express ideas, information, and understandings in formal and informal oral communications, including
- vocal techniques
 - style and tone
 - nonverbal techniques
 - visual aids
 - organizational and memory aids
 - monitoring methods
- A8 use listening strategies to understand, recall, and analyse a variety of texts, including
- extending understanding by accessing prior knowledge
 - making plausible predictions
 - synthesizing main points
 - generating critical questions
 - clarifying and confirming meaning

Thinking

- A9 speak and listen to make personal responses to texts, by
- relating reactions and emotions to understanding of the text
 - generating thoughtful questions
 - making inferences
 - explaining opinions using reasons and evidence
 - suggesting contextual influences and relationships
- A10 speak and listen to interpret, analyse, and evaluate ideas, information, and understandings from a variety of texts by
- examining and comparing ideas and concepts among texts
 - critiquing the speaker/author's logic, quality of evidence, and coherence
 - describing and critiquing perspectives
 - identifying and challenging bias, contradictions, and distortions
 - explaining the importance and impact of social, political, and historical contexts
- A11 speak and listen to synthesize and extend thinking, by
- personalizing ideas, information, and understandings
 - explaining relationships among ideas, information, and understandings
 - applying new ideas, information, and understandings
 - transforming existing ideas, information, and understandings
 - contextualizing ideas, information, and understandings
- A12 use metacognitive strategies to reflect on and assess their speaking and listening by
- referring to criteria
 - making connections to First Peoples principles of learning
 - setting goals for improvement
 - creating a plan for achieving goals
 - evaluating progress and setting new goals

Features

- A13 recognize and apply the structures and features of oral language to convey and derive meaning, including
- context
 - text structures
 - syntax
 - diction
 - usage conventions
 - rhetorical devices
 - vocal techniques
 - nonverbal techniques

READING AND VIEWING

Purposes

- B1 read and view, both collaboratively and independently, to comprehend a wide variety of authentic First Peoples texts, including
- at least one novel or biography
 - a range of short prose works
 - at least one play
 - at least one film
 - a range of poems
- B2 read, both collaboratively and independently, to comprehend a wide variety of informational and persuasive texts dealing with a range of First Peoples topics, such as
- articles and reports
 - magazines and newspapers
 - print and electronic reference materials
 - advertising and promotional materials
 - opinion-based materials
 - student-generated material
- B3 view, both collaboratively and independently, to comprehend a variety of visual texts representing local and other BC First Peoples cultures, such as
- documentary film and video
 - photographs
 - paintings, carvings, totems, textiles, regalia
 - dance, drama
 - masks
 - broadcast media
 - web sites
 - student-generated material
- B4 independently select and read, for sustained periods of time, authentic First Peoples texts for enjoyment and to increase fluency

Strategies

- B5 before reading and viewing, select, adapt, and apply a range of strategies to anticipate content and construct meaning, including
- interpreting a task
 - setting a purpose or multiple purposes
 - accessing prior knowledge, including knowledge of genre, form, and context
 - making logical, detailed predictions
 - generating guiding or speculative questions
- B6 during reading and viewing, select, adapt, and apply a range of reading strategies to construct, monitor, and confirm meaning, including
- comparing and refining predictions, questions, images, and connections
 - predicting
 - making inferences and drawing conclusions
 - reading the text aloud or listening to it read aloud
 - summarizing and paraphrasing
 - using text features
 - determining the meaning of unknown words and phrases
 - clarifying meaning
- B7 after reading and viewing, select, adapt, and apply a range of strategies to extend and confirm meaning, and to consider the author’s craft, including
- reflecting on predictions, connections, images, and questions made during reading
 - reviewing text and purpose for reading
 - making inferences and drawing conclusions
 - summarizing, synthesizing, and applying ideas
 - identifying stylistic techniques

Thinking

- B8 explain and support personal responses to a variety of texts read and viewed, by
- making comparisons, associations, or analogies to other ideas and concepts
 - relating reactions and emotions to understanding of the text
 - developing opinions using reasons and evidence
 - suggesting contextual influences and relationships
- B9 interpret, analyse, and evaluate ideas, information, and understandings from texts read and viewed, by
- critiquing logic and quality of evidence
 - identifying and describing diverse voices
 - critiquing perspectives
 - identifying and challenging biases, contradictions, distortions, and non-represented perspectives
 - explaining the importance and impact of social, political, and historical factors
- B10 synthesize and extend thinking about texts read and viewed, by
- personalizing ideas, information, and understandings
 - explaining relationships among ideas, information, and understandings
 - applying new ideas, information, and understandings
 - contextualizing ideas, information, and understandings
 - making connections to First Peoples principles of learning
 - transforming existing ideas, information, and understandings
- B11 use metacognitive strategies to reflect on and assess their reading and viewing by
- making connections between their exploration of personal identity and texts studied
 - referring to criteria
 - setting goals for improvement
 - creating a plan for achieving goals
 - evaluating progress and setting new goals

Features

- B12 recognize and explain how structures and features of text shape readers' and viewers' construction of meaning and appreciation of the author's craft, including
- functions of text
 - form and genre
 - literary elements
 - literary devices
 - use of language
 - non-fiction elements
 - visual/aesthetic devices
- B13 demonstrate increasing word skills and vocabulary knowledge by
- analysing the origins and roots of words
 - determining meanings and uses of words based on context, including connotation and denotation
 - applying selected terms from First Peoples languages
 - discerning nuances in meaning of words, considering social, political, historical, and literary contexts

WRITING AND REPRESENTING

Purposes

- C1 write meaningful personal texts that elaborate on ideas, information, and understandings to
 - experiment
 - express self
 - make connections
 - reflect and respond
 - remember and recall

- C2 write purposeful information texts that express ideas, information, and understandings to
 - explore and respond
 - record and describe
 - speculate and consider
 - argue and persuade
 - analyse and critique
 - engage

- C3 write effective imaginative texts to develop ideas, information, and understandings to
 - strengthen connections and insights
 - explore and adapt literary forms and techniques
 - experiment with increasingly sophisticated language and style
 - engage and entertain

- C4 create thoughtful representations, individually and collaboratively, that communicate ideas, information, and understandings to
 - explore and respond
 - record and describe
 - explain and persuade
 - engage

Strategies

- C5 select, adapt and apply a range of strategies to generate, develop, and organize ideas for writing and representing, including
 - making connections
 - setting a purpose and considering audience
 - gathering and summarizing ideas from personal interest, knowledge, and inquiry
 - analysing writing samples or models
 - setting class-generated criteria

- C6 select, adapt, and apply a range of drafting and composing strategies while writing and representing, including
 - using a variety of oral, written, and visual sources to collect ideas and information
 - generating text independently and collaboratively
 - organizing and synthesizing ideas and information
 - analysing writing samples or models
 - creating and consulting criteria

- C7 select, adapt, and apply a range of strategies to revise, edit, and publish writing and representing, including
 - checking work against established criteria
 - enhancing supporting details and examples
 - refining specific aspects and features of text
 - proofreading

Thinking

- C8 write and represent to explain and support personal responses to texts by
- making comparisons, associations, or analogies to other ideas and concepts
 - relating reactions and emotions to understanding of the text
 - developing opinions using reasons and evidence
 - suggesting contextual influences and relationships
- C9 write and represent to interpret, analyse, and evaluate ideas, information, and understandings from texts, by
- critiquing the logic, quality of evidence, and coherence
 - relating and critiquing perspectives
 - identifying and challenging bias, contradictions, and distortions
 - explaining the importance and impact of social, political, and historical factors
- C10 write and represent to synthesize and extend thinking by
- personalizing ideas, information, and understandings
 - explaining relationships among ideas, information, and understandings
 - applying new ideas, information, and understandings
 - contextualizing ideas, information, and understandings
 - transforming existing ideas, information, and understandings
- C11 use metacognitive strategies to reflect on and assess their writing and representing by
- making connections to First Peoples principles of learning
 - relating their work to criteria
 - setting goals for improvement
 - creating a plan for achieving goals
 - evaluating progress and setting new goals

Features

- C12 use elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including
- syntax and sentence fluency
 - diction
 - point of view
 - literary devices
 - visual/aesthetic components
- C13 use elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including
- organization of ideas and information
 - text features and visual/aesthetic devices
- C14 use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including
- grammar and usage
 - Canadian punctuation, capitalization, and spelling
 - copyright and citation of references
 - presentation/layout



STUDENT ACHIEVEMENT

English 12 First Peoples

This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators that may be used to assess student performance in relation to each Prescribed Learning Outcome. Also included in this section are key elements, which provide an overview of content for each curriculum organizer.

CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student achievement is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to Prescribed Learning Outcomes.

Three major types of assessment can be used in conjunction with each other to support student achievement.

- **Assessment for learning** is assessment for purposes of greater learning achievement.
- **Assessment as learning** is assessment as a process of developing and supporting students' active participation in their own learning.
- **Assessment of learning** is assessment for purposes of providing evidence of achievement for reporting.

Assessment for Learning

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment—to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on Prescribed Learning Outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

The EFP 12 curriculum recognizes the importance of assessment for learning through the inclusion of Prescribed Learning Outcomes related to metacognition in the Thinking suborganizer of all three curriculum organizers.

Assessment as Learning

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

The EFP 12 curriculum recognizes the importance of assessment as learning through the inclusion of Prescribed Learning Outcomes related to metacognition in the Thinking suborganizer of all three curriculum organizers.

Assessment of Learning

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students’ achievement in relation to provincial

and national standards. The large-scale provincial assessment for English 12 First Peoples is the graduation program examination, worth 40% of the final course mark. This exam is a requirement for all students taking EFP 12 in order to receive credit for this course.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to www.bced.gov.bc.ca/policy/policies/student_reporting.htm

| Assessment for Learning | Assessment as Learning | Assessment of Learning |
|---|--|---|
| <p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> • teacher assessment, student self-assessment, and/or student peer assessment • criterion-referenced—criteria based on Prescribed Learning Outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task • involves both teacher and student in a process of continual reflection and review about progress • teachers adjust their plans and engage in corrective teaching in response to formative assessment | <p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> • self-assessment • provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning • student-determined criteria based on previous learning and personal learning goals • students use assessment information to make adaptations to their learning process and to develop new understandings | <p>Summative assessment <i>occurs at end of year or at key stages</i></p> <ul style="list-style-type: none"> • teacher assessment • may be either criterion-referenced (based on Prescribed Learning Outcomes) or norm-referenced (comparing student achievement to that of others) • information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students’ performance in relation to provincial standards |

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at www.wncp.ca

Criterion-Referenced Assessment and Evaluation

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum

requires that criteria be established based on the Prescribed Learning Outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the Prescribed Learning Outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

Criterion-referenced assessment and evaluation may involve these steps:

- Step 1** Identify the Prescribed Learning Outcomes and suggested achievement indicators (as articulated in this IRP) that will be used as the basis for assessment.
- Step 2** Establish criteria. When appropriate, involve students in establishing criteria.
- Step 3** Plan learning activities that will help students gain the attitudes, skills, or knowledge outlined in the criteria.
- Step 4** Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 5** Provide examples of the desired levels of performance.
- Step 6** Conduct the learning activities.
- Step 7** Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.
- Step 8** Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 9** Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.
- Step 10** Communicate the results of the assessment and evaluation to students and parents/guardians.

KEY ELEMENTS

Key elements provide an overview of content in each curriculum organizer.

ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each Prescribed Learning Outcome.

Achievement indicators, taken together as a set, define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding Prescribed Learning Outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the Prescribed Learning Outcome. Each achievement indicator defines only one aspect of the corresponding Prescribed Learning Outcome. It should be noted that the achievement indicators are designed to be considered as an entire set when determining whether students have fully met the Prescribed Learning Outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the Prescribed

Learning Outcome (e.g., a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, drama presentation, poster, letter, or model; a particular skill demonstrated such as goal setting).

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

The following pages contain the suggested achievement indicators corresponding to each Prescribed Learning Outcome for the English 12 First Peoples curriculum. The achievement indicators are arranged by curriculum organizer and suborganizer; however, this order is not intended to imply a required sequence of instruction and assessment.



STUDENT ACHIEVEMENT

English 12 First Peoples

KEY ELEMENTS: ENGLISH 12 FIRST PEOPLES

For information about **authentic First Peoples texts**, please refer to the Learning Resources section later in this IRP.

ORAL LANGUAGE

- function, significance, and validity of the oral tradition (definitions, types, historical and contemporary purposes)
- interacting in groups to achieve a variety of purposes
- dialogue skills
- talking circles
- expressing information and ideas orally
- listening to authentic First Peoples oral texts (e.g., life lessons, rites of passage, family histories, creation stories, formal speeches)
- contexts of oral texts (e.g., time, place, audience)
- point of view, bias, and implicit perspectives
- memorization
- oral communication strategies—before, during, and after
- assessing effectiveness of presentations
- making connections, extending and transforming understandings
- making connections to First Peoples principles of learning
- personalizing information from oral texts
- metacognitive strategies
- structures and features of oral language and First Peoples oral texts (e.g., rhetorical devices, tone, pacing)

READING AND VIEWING

- reading and viewing authentic First Peoples texts (e.g., poetry, novels, short stories, essays, films, plays)
- informational and persuasive texts dealing with a range of First Peoples topics
- visual texts representing local and other BC First Peoples cultures (e.g., documentary films, masks, regalia, paintings, textiles, carvings, dance, drama, web sites)
- reading authentic First Peoples texts for enjoyment and to increase fluency
- purposes of texts
- making inferences and offering insights
- making connections, extending and transforming understandings
- reading and viewing strategies—before, during, and after
- assessing effectiveness of presentations
- point of view, bias, and implicit perspectives
- personalizing information from texts read and viewed
- metacognitive strategies
- making connections to First Peoples principles of learning
- structures and features of works read and viewed (e.g., literary elements, literary devices, use of language, non-fiction elements, visual/aesthetic devices, word choice)

WRITING AND REPRESENTING

- writing personal texts (e.g., to experiment, express self, make connections, reflect and respond, remember and recall)
- writing informational texts (e.g., to explore and respond, record and describe, speculate and consider, argue and persuade, analyse and critique, engage)
- writing imaginative texts (e.g., to strengthen connections and insights, explore and adapt literary forms and techniques, experiment with increasingly sophisticated language and style, engage and entertain)
- creating representations (e.g., to explore and respond, record and describe, explain and persuade, engage)
- writing strategies—before, during, and after
- assessing effectiveness of presentations
- making connections, extending and transforming understandings
- metacognitive strategies
- making connections to First Peoples principles of learning
- structures and features of writing and representing (e.g., syntax, diction, point of view, literary devices, organization, visual/aesthetic components)

ORAL LANGUAGE

Oral Language—Purposes

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A1 explain the function, significance, and validity of the oral tradition</p> | <ul style="list-style-type: none"> <input type="checkbox"/> define oral tradition (e.g., the means by which cultural transmission occurs over generations, other than through written records) <input type="checkbox"/> identify a range of First Peoples oral texts (e.g., stories, songs, speeches, drama) <input type="checkbox"/> identify various uses and purposes of First Peoples oral texts, including <ul style="list-style-type: none"> - ensuring well-being of the community and cultural continuity (e.g., knowledge of ancestors, language) - telling creation stories - teaching (e.g., life lessons, community responsibilities, rites of passage) - recording personal, family, and community histories - oral history—recording use of land and territory, political agreements, changes in rights and responsibilities, and ceremonial proceedings - “mapping” the geography and resources of an area - healing <input type="checkbox"/> give examples to show how a single text can have many purposes and can be applicable at all stages of one’s life <input type="checkbox"/> explain the validity of oral tradition for a range of purposes <input type="checkbox"/> recognize the similarities and differences between oral and written records, including the understanding that the oral tradition has the same validity, importance, and permanence for First Peoples that written texts do for other cultures <input type="checkbox"/> demonstrate an understanding of issues related to ownership of oral texts (e.g., recognize that some knowledge is sacred and only shared with permission and/or in certain situations) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p>A2 interact and collaborate in pairs, small groups, and large groups to</p> <ul style="list-style-type: none"> - achieve common goals - achieve consensus - support the learning of self and others - explore ideas, information, emotions, and experiences - deepen discussion - gain insight into others' perspectives - comprehend a variety of texts - reflect and make meaning - respond personally, critically, and creatively - create a variety of texts | <ul style="list-style-type: none"> <input type="checkbox"/> describe the purposes and skills of dialogue (e.g., sharing information in inclusive and supportive ways, constructing knowledge and understanding collaboratively, respecting contributions of others) <input type="checkbox"/> demonstrate dialogue skills (e.g., listen and speak respectfully, ask questions, take turns, co-operate, disagree courteously) <input type="checkbox"/> explain the functions of talking circles (e.g., resolving conflict, healing, closure and reflection) <input type="checkbox"/> participate in talking circles for specific group purposes, applying local conventions (e.g., object used for turn-taking, clockwise or counter-clockwise order, expectation of confidentiality) <input type="checkbox"/> collaborate with members of a group to achieve consensus or for other purposes (e.g., critique a documentary, prepare an oral presentation) <input type="checkbox"/> collaboratively determine and adjust group roles/responsibilities to achieve purpose and goals (e.g., solve problems, redistribute tasks, refine approach) <input type="checkbox"/> demonstrate active nonverbal participation in group activities (e.g., physical proximity to group, eye contact, facial expression) |
| <p>A3 express ideas, information, and understandings in a variety of situations and forms to</p> <ul style="list-style-type: none"> - explore and respond - recall and describe - narrate and explain - support and extend - argue, persuade, and critique - engage and entertain | <ul style="list-style-type: none"> <input type="checkbox"/> articulate the purpose for speaking <input type="checkbox"/> sustain and enhance discussions through useful, wide-ranging, and insightful contributions (e.g., propose alternative viewpoints, use writing to prepare for and enhance oral communication and vice versa) <input type="checkbox"/> provide clear organizational cues when presenting or discussing (e.g., emphasize and build on key points) <input type="checkbox"/> modify language, ideas, and information in relation to the needs and interests of the audience <input type="checkbox"/> construct persuasive arguments for given purposes and audiences <input type="checkbox"/> present ideas, information, and emotions in engaging and relevant ways (e.g., anecdote, graphic organizers) |
| <p>A4 listen to comprehend a wide range of authentic First Peoples oral texts reflecting a variety of purposes, messages, and contexts, including texts relating to</p> <ul style="list-style-type: none"> - life lessons - individual and community responsibilities and obligations - rites of passage - family histories - creation stories - formal speeches | <ul style="list-style-type: none"> <input type="checkbox"/> identify the purpose of the text, and the evidence used to support that purpose <input type="checkbox"/> identify persuasive techniques used in oral texts (e.g., satire, humour, irony, metaphor, rhythm, circular structure, citing evidence) <input type="checkbox"/> recognize contexts of oral texts (e.g., time, place, audience) <input type="checkbox"/> identify the effect of tone and structure in a variety of oral texts <input type="checkbox"/> where relevant, recognize text-specific devices and elements (e.g., characters and archetypes, setting, theme, figurative language, metre) <input type="checkbox"/> compare elements of form in oral texts to those used in written texts (e.g., circular structure, repetition) <input type="checkbox"/> identify the values expressed in or implied by the text <input type="checkbox"/> demonstrate effective listening by paraphrasing, summarizing, clarifying, and questioning ideas and information <input type="checkbox"/> make judgments about the effectiveness of the text (e.g., in relation to purpose, ideas, rhetorical techniques, consistent tone) <input type="checkbox"/> identify how they can apply the teachings of the texts to their own lives and actions |

Oral Language—Strategies

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A5 select, adapt, and apply a range of strategies to interact and collaborate with others in pairs, small groups, and large groups, including</p> <ul style="list-style-type: none"> - initiating and sharing responsibilities - listening actively - contributing ideas and supporting the ideas of others - seeking out diverse perspectives - reaching consensus or agreeing to differ | <ul style="list-style-type: none"> <input type="checkbox"/> create ways for group members to achieve task requirements (e.g., flow charts, group blog) <input type="checkbox"/> create and follow classroom guidelines for interacting (e.g., listen and speak respectfully, co-operate, critically examine ideas) <input type="checkbox"/> ask questions to clarify views or ideas of others <input type="checkbox"/> encourage and extend ideas stated by others (e.g., arguing multiple perspectives on an issue) <input type="checkbox"/> elicit and examine different points of view (e.g., brainstorm non-represented perspectives on the topic) |
| <p>A6 select, adapt, and apply a range of strategies to prepare formal and informal oral communications, including</p> <ul style="list-style-type: none"> - interpreting a task and setting a purpose - generating ideas - considering multiple perspectives - synthesizing relevant knowledge and experiences - planning, memorizing, and rehearsing presentations | <ul style="list-style-type: none"> <input type="checkbox"/> identify purpose and audience (e.g., choose register and diction appropriate to task and audience) <input type="checkbox"/> brainstorm or list topics or ideas <input type="checkbox"/> compare and select relevant ideas and information <input type="checkbox"/> describe varying perspectives related to the topic <input type="checkbox"/> organize information around key ideas or questions <input type="checkbox"/> combine own and others' ideas on the topic <input type="checkbox"/> choose techniques for presenting <input type="checkbox"/> commit texts to memory to enhance presentation (e.g., poetry, speeches, drama scenes, prose passages) <input type="checkbox"/> explain the value of memorizing texts for presentation (e.g., to free the speaker from the written page and allow the speaker to focus on delivery aspects such as body language, inflection, pacing) <input type="checkbox"/> prepare visual aids, materials, and equipment for presentations <input type="checkbox"/> seek out and act on suggestions of others |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <p>A7 select, adapt, and apply a range of strategies to express ideas, information, and understandings in formal and informal oral communications, including</p> <ul style="list-style-type: none"> - vocal techniques - style and tone - nonverbal techniques - visual aids - organizational and memory aids - monitoring methods | <ul style="list-style-type: none"> <input type="checkbox"/> use and adjust vocal techniques to make presentations effective and appropriate to audience (e.g., inflection, pitch, enunciation) <input type="checkbox"/> use and adjust nonverbal techniques to make presentations effective and appropriate to audience (e.g., eye contact, body language, proximity) <input type="checkbox"/> use props, diagrams, electronic presentations, and artefacts to enhance delivery <input type="checkbox"/> use organizational and memory prompts to aid effective delivery (e.g., notes, index cards, outlines) <input type="checkbox"/> demonstrate how speaking style and tone (e.g., diction, pace) can vary according to audience and occasion/culture <input type="checkbox"/> monitor listeners' reactions (e.g., attend to subtle cues from audience) and make adjustments accordingly (e.g., adjust pace) |
| <p>A8 use listening strategies to understand, recall, and analyse a variety of texts, including</p> <ul style="list-style-type: none"> - extending understanding by accessing prior knowledge - making plausible predictions - synthesizing main points - generating critical questions - clarifying and confirming meaning | <ul style="list-style-type: none"> <input type="checkbox"/> explain predictions (e.g., how reached, evidence) <input type="checkbox"/> identify and restate important points (e.g., paraphrase, diagram) <input type="checkbox"/> use examples beyond the text when making connections (e.g., text-to-text, text-to-self, text-to-world) <input type="checkbox"/> consider and suggest a main idea or theme and provide support <input type="checkbox"/> distinguish between fact and opinion <input type="checkbox"/> identify point of view, speaker bias, and implicit perspectives <input type="checkbox"/> identify when and describe why understanding failed (e.g., "I missed the controlling idea." "My attention wandered.") <input type="checkbox"/> act to re-establish meaning (e.g., ask for restatement, provide feedback to speaker) |

Oral Language—Thinking

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A9 speak and listen to make personal responses to texts, by</p> <ul style="list-style-type: none"> - relating reactions and emotions to understanding of the text - generating thoughtful questions - making inferences - explaining opinions using reasons and evidence - suggesting contextual influences and relationships | <ul style="list-style-type: none"> <input type="checkbox"/> use oral modes to express response to oral, written, or visual texts (e.g., questions, class discussion, interview, speech, drama, poetry, storytelling, song, reporting) <input type="checkbox"/> express a personal response to oral texts through a variety of modes (e.g., journal, speech, drama, poetry, visual representation, multimedia, song, storytelling, reporting) <input type="checkbox"/> ask questions that deepen personal response (e.g., “What is influencing my reaction?” “Would others feel this way?” “What are other ways I could be feeling about this?”) <input type="checkbox"/> identify and explain possible bias (e.g., “The speaker used euphemistic language such as ‘collateral damage’ to describe the effects of war because...”) <input type="checkbox"/> explain inferences drawn from the text <input type="checkbox"/> give reasons for personal opinion using evidence from text <input type="checkbox"/> explain the social, historical, and political influences on the text |
| <p>A10 speak and listen to interpret, analyse, and evaluate ideas, information, and understandings from a variety of texts by</p> <ul style="list-style-type: none"> - examining and comparing ideas and concepts among texts - critiquing the speaker/author’s logic, quality of evidence, and coherence - describing and critiquing perspectives - identifying and challenging bias, contradictions, and distortions - explaining the importance and impact of social, political, and historical contexts | <ul style="list-style-type: none"> <input type="checkbox"/> compare similar ideas and information presented in different texts (e.g., by analogies, associations, graphic organizers) <input type="checkbox"/> restate/paraphrase purpose and main ideas, and identify supporting evidence <input type="checkbox"/> use self-, class- or teacher-generated criteria to assess the effectiveness of the presentation in achieving speaker’s intended purpose <input type="checkbox"/> use self-, class-, or teacher-generated criteria to assess ideas and information presented <input type="checkbox"/> express and explain feelings evoked by a text <input type="checkbox"/> provide reasoned interpretations and judgments based on textual and/or inter-textual evidence <input type="checkbox"/> identify words, elements, and techniques that influence the audience’s feelings and attitudes (e.g., sound devices, imagery, suspense, dialogue, character) <input type="checkbox"/> trace instances of bias and distortion and provide plausible alternatives for a more balanced perspective <input type="checkbox"/> analyse social, political, or historical influences |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <p>A11 speak and listen to synthesize and extend thinking, by</p> <ul style="list-style-type: none"> - personalizing ideas, information, and understandings - explaining relationships among ideas, information, and understandings - applying new ideas, information, and understandings - transforming existing ideas, information, and understandings - contextualizing ideas, information, and understandings | <ul style="list-style-type: none"> <input type="checkbox"/> combine prior knowledge with newly acquired information and ideas <input type="checkbox"/> trace the development of their changing opinions (e.g., comparing opinions on a topic before and after listening to a speaker) <input type="checkbox"/> generate questions to enhance understanding, explore possibilities, and lead to further inquiry <input type="checkbox"/> defend an idea with supporting evidence <input type="checkbox"/> consider and suggest other outcomes or solutions <input type="checkbox"/> compile, compare, and build on the ideas of others and voice new understandings (e.g., present multiple interpretations) <input type="checkbox"/> apply newly acquired ideas, information, or strategies to new situations or tasks <input type="checkbox"/> present and defend alternative viewpoints <input type="checkbox"/> explain how social, political, and historical factors influence ideas in the text |
| <p>A12 use metacognitive strategies to reflect on and assess their speaking and listening by</p> <ul style="list-style-type: none"> - referring to criteria - making connections to First Peoples principles of learning - setting goals for improvement - creating a plan for achieving goals - evaluating progress and setting new goals | <ul style="list-style-type: none"> <input type="checkbox"/> relate their learning experiences in this class to First Peoples principles of learning <input type="checkbox"/> identify how their speaking and listening has changed (e.g., understanding the importance of wait time when asking questions in group discussions) <input type="checkbox"/> contribute relevant ideas and opinions to discussions about effective speaking and listening <input type="checkbox"/> generate and select criteria for speaking and listening, taking account of purpose, audience, and occasion <input type="checkbox"/> identify and support choice of strategies used to extend speaking and listening skills <input type="checkbox"/> evaluate speaking through meaningful self-assessment (e.g., “I encouraged everyone to participate.” “I was afraid to speak up, but I did anyway.”) <input type="checkbox"/> evaluate listening through meaningful self-assessment (e.g., “I listened with an open mind.” “I was attentive to what the guest speaker had to say,” “I was able to make connections between what this speaker said and what I already knew about the subject.”) <input type="checkbox"/> set speaking and listening goals and create a plan to achieve them (e.g., “I need to pay attention to other points of view, so I will let three people speak before me.”) <input type="checkbox"/> periodically review goals and assess progress (e.g., “I’m getting better at..., I need to continue to work on...”) <input type="checkbox"/> revise goals after rehearsal with peers and/or audience |

Oral Language—Features

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A13 recognize and apply the structures and features of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> - context - text structures - syntax - diction - usage conventions - rhetorical devices - vocal techniques - nonverbal techniques | <ul style="list-style-type: none"> <input type="checkbox"/> identify context (e.g., audience, purpose, occasion) <input type="checkbox"/> give examples from First Peoples languages and English that show how languages incorporate new vocabulary (e.g., the St’at’imc’ word <i>zúcal’</i> for <i>police</i> created where the concept had not existed previously, incorporation of <i>skookum</i> into English) <input type="checkbox"/> select appropriate tone (e.g., formal, informal) and diction (e.g., vocabulary, appropriate use of jargon) <input type="checkbox"/> demonstrate context-specific behaviours that contribute to successful listening (e.g., respectful attention and appropriate response) <input type="checkbox"/> identify and use some typical text structures (e.g., stream of consciousness, dramatic monologue, circular) to shape meaning in texts <input type="checkbox"/> identify and use some typical rhetorical devices (e.g., repetition, questions) to shape meaning in texts <input type="checkbox"/> relate text structures and rhetorical devices to First Peoples principles of learning (e.g., in <i>The Truth about Stories</i>, repetition of the turtle story reflects the principle that learning takes time and patience) <input type="checkbox"/> use varied syntax (e.g., sentence fragments for effect) and accepted conventions of usage (e.g., correct use of adverbs) <input type="checkbox"/> avoid repetitive “filler” words and expressions (e.g., like, you know, right, um) <input type="checkbox"/> in formal situations, speak with clarity, appropriate pace, timing, and volume, and with purposeful inflection <input type="checkbox"/> when speaking, use body language and gestures to convey and clarify meaning or for emphasis <input type="checkbox"/> when listening, identify how a speaker’s mode of delivery—including tone, pace, gestures, body language, or emphasis—conveys meaning |

READING AND VIEWING

For information about **authentic First Peoples texts**, please refer to the Learning Resources section later in this IRP.

Reading and Viewing—Purposes

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 read and view, both collaboratively and independently, to comprehend a wide variety of authentic First Peoples texts, including</p> <ul style="list-style-type: none"> - at least one novel or biography - a range of short prose works - at least one play - at least one film - a range of poems | <ul style="list-style-type: none"> <input type="checkbox"/> identify how elements of prose forms—such as setting, plot, character, theme, and style—influence each other (e.g., elements of setting develop conflict, theme influences style, symbol relates to character) <input type="checkbox"/> identify how elements of poetry—such as figurative language, tone, form, style, and metre—contribute to construction of meaning (e.g., metre contributes to understanding of the subject, recurring symbols contribute to the development of theme) <input type="checkbox"/> make and explain inferences about the text <input type="checkbox"/> offer logical insights regarding the text and/or author <input type="checkbox"/> make and support connections between the text and personal experience <input type="checkbox"/> make and support connections to other texts <input type="checkbox"/> make reasoned judgments about aspects of the text and/or the text as a whole |
| <p>B2 read, both collaboratively and independently, to comprehend a wide variety of informational and persuasive texts dealing with a range of First Peoples topics, such as</p> <ul style="list-style-type: none"> - articles and reports - magazines, newspapers - print and electronic reference materials - advertising and promotional materials - opinion-based materials - student-generated material | <ul style="list-style-type: none"> <input type="checkbox"/> determine and state a purpose for reading <input type="checkbox"/> indicate purposes for re-reading <input type="checkbox"/> paraphrase main ideas <input type="checkbox"/> locate details relevant to reader’s purpose, including those provided in visual or graphic materials (e.g., charts, graphs, maps) <input type="checkbox"/> make notes that distinguish between key ideas and supporting details and/or between fact and opinion <input type="checkbox"/> support inferences or interpretations with specific evidence from the text <input type="checkbox"/> use glossaries, tables of contents, indices, appendices, navigation bars, and search engines to locate specific information <input type="checkbox"/> access information from a variety of sources, including magazines, newspapers, web sites, and anthologies (e.g., <i>Windspeaker</i>, <i>Redwire</i>, <i>Kahtou</i>, <i>Say</i>, Aboriginal Writing Challenge, NFB Aboriginal Perspectives web site) <input type="checkbox"/> compare a variety of perspectives on a single topic <input type="checkbox"/> make reasoned judgments about accuracy and authenticity of information in texts (e.g., with reference to bias, authorship, reliability of source, currency) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <p>B3 view, both collaboratively and independently, to comprehend a variety of visual texts representing local and other BC First Peoples cultures, such as</p> <ul style="list-style-type: none"> - documentary film and video - photographs - paintings, carvings, totems, textiles, regalia - dance, drama - masks - broadcast media - web sites - student-generated material | <ul style="list-style-type: none"> <input type="checkbox"/> explain how viewing texts with the support of local First Peoples community members helps facilitate understanding of those texts <input type="checkbox"/> explain how visual elements (e.g., line, texture, layout, colour) create meaning <input type="checkbox"/> compare information from a variety of visual and/or non-visual texts on the same topic <input type="checkbox"/> offer reasonable interpretations of the purpose of the visual text (e.g., telling stories, recording events, celebrating, representing community structures and hierarchies) <input type="checkbox"/> identify visual content that affects the viewer's response <input type="checkbox"/> make inferences about material that is implicit in or absent from a text (e.g., unintentional or intentional use of images to evoke emotion in viewer, lack of representation of cultural diversity) <input type="checkbox"/> compare elements of visual texts representing local cultures to those from other parts of BC <input type="checkbox"/> make reasoned judgments about visual texts (e.g., "This artefact is an example of cultural appropriation because ...") |
| <p>B4 independently select and read, for sustained periods of time, authentic First Peoples texts for enjoyment and to increase fluency</p> | <ul style="list-style-type: none"> <input type="checkbox"/> choose texts of appropriate difficulty (e.g., vocabulary preview, paraphrase a paragraph) <input type="checkbox"/> select texts based on personal interest or topic of study (e.g., preview table of contents, choose by genre and/or author, choose resource from a text set) <input type="checkbox"/> read independently every day (e.g., 15-20 minutes in class, 30-45 minutes on own time) <input type="checkbox"/> track and/or describe independent reading (e.g., home reading logs, literary journals, book reviews, partner talk) <input type="checkbox"/> offer to read aloud to various audiences (e.g., family members, a partner, information circle, research group) <input type="checkbox"/> use knowledge of genre and text structure to improve fluency and expression when reading aloud <input type="checkbox"/> describe text, author, and/or genre preferences |

Reading and Viewing—Strategies

| Prescribed Learning | Suggested Achievement Indicators |
|---|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B5 before reading and viewing, select, adapt, and apply a range of strategies to anticipate content and construct meaning, including</p> <ul style="list-style-type: none"> - interpreting a task - setting a purpose or multiple purposes - accessing prior knowledge, including knowledge of genre, form, and context - making logical, detailed predictions - generating guiding or speculative questions | <ul style="list-style-type: none"> <input type="checkbox"/> articulate a purpose for reading and viewing <input type="checkbox"/> explain what is already known about the topic and genre/form <input type="checkbox"/> use a variety of alternative sources to locate information and expand background knowledge about the topic or author (e.g., encyclopedia, Internet, books, articles) <input type="checkbox"/> sort and categorize key terms and/or images provided <input type="checkbox"/> state and support predictions based on prior knowledge and preview of the text <input type="checkbox"/> generate and ask questions to guide reading and viewing <input type="checkbox"/> revise or generate graphic organizers based on purpose for reading (e.g., for collecting ideas) <input type="checkbox"/> explain how selected note-taking assists in summarizing the text |
| <p>B6 during reading and viewing, select, adapt, and apply a range of reading strategies to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> - comparing and refining predictions, questions, images, and connections - predicting - making inferences and drawing conclusions - reading the text aloud or listening to it read aloud - summarizing and paraphrasing - using text features - determining the meaning of unknown words and phrases - clarifying meaning | <ul style="list-style-type: none"> <input type="checkbox"/> discuss, explain, and compare predictions and revise predictions based on new information as applicable <input type="checkbox"/> share, record, and revise questions and inferences <input type="checkbox"/> describe, sketch, or use graphic organizers to record mental images <input type="checkbox"/> identify and communicate text-to-text, text-to-self, and/or text-to-world connections made while reading (e.g., using concept maps, journal response, coding text, partner chats) <input type="checkbox"/> identify graphic and visual cues used to find information and clarify understanding (e.g., glossaries, summaries, questions in text, outlines, sidebars, navigation bars, hyperlinks) <input type="checkbox"/> make notes using multiple levels of hierarchy (e.g., outlines, mind maps, critical timelines) <input type="checkbox"/> restate main ideas and events in own words <input type="checkbox"/> read texts aloud or listen to texts read aloud to hear how the sound of the language (e.g., alliteration, rhythm, inflection, pacing) supports meaning <input type="checkbox"/> use context cues, word structure, illustrations, and classroom resources to understand unfamiliar vocabulary <input type="checkbox"/> identify when meaning-making is breaking down and apply appropriate strategies to make sense of the text |

| Prescribed Learning | Suggested Achievement Indicators |
|--|--|
| <p>B7 after reading and viewing, select, adapt, and apply a range of strategies to extend and confirm meaning, and to consider the author’s craft, including</p> <ul style="list-style-type: none"> - reflecting on predictions, connections, images, and questions made during reading - reviewing text and purpose for reading - making inferences and drawing conclusions - summarizing, synthesizing, and applying ideas - identifying stylistic techniques | <ul style="list-style-type: none"> <input type="checkbox"/> consider and express initial responses (e.g., journal entry, partner talk, small-group and whole-group discussion, literature circles) <input type="checkbox"/> generate and communicate questions related to and going beyond the text <input type="checkbox"/> re-state the main ideas and provide supporting details <input type="checkbox"/> suggest inferences and conclusions supported by evidence from the text <input type="checkbox"/> listen to, consider, and express alternative interpretations of the text <input type="checkbox"/> compare the ideas expressed in the text to ideas from other sources (e.g., prior knowledge and assumptions, partner talk, class discussions, secondary texts, media sources) <input type="checkbox"/> generate and integrate new ideas (e.g., suggest an alternative approach, articulate personal change, suggest what is missing in other texts) <input type="checkbox"/> discuss elements of style used by the author (e.g., use of syntax, humour, circular structure, speaker’s voice) <input type="checkbox"/> describe how knowledge of a text is extended when it is revisited at a later date |

Reading and Viewing—Thinking

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <i>It is expected that students will:</i> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B8 explain and support personal responses to a variety of texts read and viewed, by</p> <ul style="list-style-type: none"> - making comparisons, associations, or analogies to other ideas and concepts - relating reactions and emotions to understanding of the text - developing opinions using reasons and evidence - suggesting contextual influences and relationships | <ul style="list-style-type: none"> <input type="checkbox"/> make and explain comparisons between a text and own ideas, beliefs, experiences, and feelings <input type="checkbox"/> describe and discuss emotions evoked by text supported by reasons, questions, explanations, and evidence <input type="checkbox"/> express opinions and judgments regarding text supported by reasons, explanations, and evidence <input type="checkbox"/> make and support connections to reading and viewing selections <input type="checkbox"/> show how personal context affects response to a text |
| <p>B9 interpret, analyse, and evaluate ideas, information, and understandings from texts read and viewed, by</p> <ul style="list-style-type: none"> - critiquing logic and quality of evidence - identifying and describing diverse voices - critiquing perspectives - identifying and challenging biases, contradictions, distortions, and non-represented perspectives - explaining the importance and impact of social, political, and historical factors | <ul style="list-style-type: none"> <input type="checkbox"/> evaluate the author’s logic and quality of evidence <input type="checkbox"/> use evidence from other texts to support interpretations <input type="checkbox"/> identify more than one voice or perspective in a text and how they contribute to shifting meaning (e.g., the multiple voices in <i>Green Grass, Running Water</i> emphasize the importance of perspective in storytelling) <input type="checkbox"/> identify missing perspectives <input type="checkbox"/> evaluate assumptions implicit within texts <input type="checkbox"/> identify and challenge bias, distortion, contradictions, and/or lack of coherence <input type="checkbox"/> examine the influence and importance of social, political, and historical factors such as gender, race/ethnicity, sexual orientation, social and economic status, religious belief, and era on the text and on the author |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p>B10 synthesize and extend thinking about texts read and viewed, by</p> <ul style="list-style-type: none"> - personalizing ideas, information, and understandings - explaining relationships among ideas, information, and understandings - applying new ideas, information, and understandings - contextualizing ideas, information, and understandings - making connections to First Peoples principles of learning - transforming existing ideas, information, and understandings | <ul style="list-style-type: none"> <input type="checkbox"/> integrate new information into existing knowledge and beliefs (e.g., recognize legitimacy and shortcomings of concepts and beliefs, consider how new information and existing knowledge work together to provide multiple meanings) <input type="checkbox"/> combine perspectives from multiple texts <input type="checkbox"/> juxtapose and merge related ideas (e.g., trace similar elements of style to make judgments about effective writing) <input type="checkbox"/> consider shifts in meaning based on different contexts (e.g., examine how gender or culture influence authors' positions on an issue) <input type="checkbox"/> use key ideas and relevant details from texts to create responses (e.g., transpose issues, elements of style, themes, and/or artefacts from texts to create new works) <input type="checkbox"/> describe how First Peoples principles of learning help them understand texts read and viewed (e.g., "Now that I understand more about a First Peoples approach to learning, I am beginning to understand the impact that being forced to learn in a regimented fashion in a residential school had on Molly and Gracie in <i>Rabbit-Proof Fence</i>.") <input type="checkbox"/> consider developments extending beyond the text (e.g., suggest actions to be taken based on new information) |
| <p>B11 use metacognitive strategies to reflect on and assess their reading and viewing by</p> <ul style="list-style-type: none"> - making connections between their exploration of personal identity and texts studied - referring to criteria - setting goals for improvement - creating a plan for achieving goals - evaluating progress and setting new goals | <ul style="list-style-type: none"> <input type="checkbox"/> contribute relevant ideas and opinions to discussions about effective reading and viewing <input type="checkbox"/> generate and select criteria for reading and viewing <input type="checkbox"/> identify strengths as readers and viewers using vocabulary from class-developed criteria and/or other criteria <input type="checkbox"/> demonstrate understanding of strategies available to increase success in reading and viewing <input type="checkbox"/> evaluate reading and viewing through meaningful self-assessment (e.g., compare their opinions about a topic before and after reading a text, use a response journal to articulate how reading and viewing help shape their worldviews) <input type="checkbox"/> set new goals and create a plan for implementation <input type="checkbox"/> periodically review goals and assess progress (e.g., "I'm getting better at..., I need to continue to work on...") |

Reading and Viewing—Features

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B12 recognize and explain how structures and features of text shape readers' and viewers' construction of meaning and appreciation of the author's craft, including</p> <ul style="list-style-type: none"> - functions of text - form and genre - literary elements - literary devices - use of language - non-fiction elements - visual/aesthetic devices | <ul style="list-style-type: none"> <input type="checkbox"/> explain the function of a text (e.g., to experiment, argue, analyse, record, teach, express, entertain) <input type="checkbox"/> identify aspects of text that are characteristic of a specific genre or type of work (e.g., the inclusion of a trickster character in a text evokes First Peoples creation, transformation, or teaching stories) <input type="checkbox"/> explain how literary elements contribute to understanding (e.g., the use of first person narrative contributes to the strength of the voice) <input type="checkbox"/> explain how literary devices contribute to understanding (e.g., repetition creates structure and emphasis, metaphor allows the author to present the familiar in new and thought-provoking ways) <input type="checkbox"/> describe how the author's use of language contributes to style (e.g., deliberate use of sentence fragments, incorporation of First Peoples language words, conversational style in the narrative) <input type="checkbox"/> explain the function of non-fiction elements (e.g., cause-and-effect structure clearly identifies purpose, analogies help to link the unfamiliar to the familiar) <input type="checkbox"/> explain the function of visual/aesthetic devices (e.g., white space in poetry creates pauses for effect, exclusive use of lower case indicates independence) |
| <p>B13 demonstrate increasing word skills and vocabulary knowledge by</p> <ul style="list-style-type: none"> - analysing the origins and roots of words - determining meanings and uses of words based on context, including connotation and denotation - applying selected terms from First Peoples languages - discerning nuances in meaning of words considering social, political, historical, and literary contexts | <ul style="list-style-type: none"> <input type="checkbox"/> apply knowledge of word origins and word relationships to determine meaning <input type="checkbox"/> identify overused words and phrases (e.g., jargon, clichés, idioms) <input type="checkbox"/> identify words that an author may have chosen for a particular effect (e.g., using words with multiple meanings to create ambiguity, humour, or layers of meaning; use or avoidance of colloquialisms; incorporating First Peoples language to enhance meaning or for sensory effect) <input type="checkbox"/> identify new vocabulary introduced in texts, including words from First Peoples languages (e.g., the Cree term "wemistikoshiw" in <i>Three Day Road</i>; Haisla words "pipxs'm," "sya'k'onah," and "mimayus" for different types of blueberries in <i>Monkey Beach</i>) <input type="checkbox"/> use newly acquired vocabulary in their speaking and writing experiences <input type="checkbox"/> explain analogies, analysing specific comparisons and/or inferences |

WRITING AND REPRESENTING

Writing and Representing—Purposes

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <i>It is expected that students will:</i> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| C1 write meaningful personal texts that elaborate on ideas, information, and understandings to <ul style="list-style-type: none"> - experiment - express self - make connections - reflect and respond - remember and recall | <ul style="list-style-type: none"> <input type="checkbox"/> experiment with various forms of personal writing to explore ideas, feelings, and opinions (e.g., experiment with various views and voices) <input type="checkbox"/> express ideas, feelings, insights, and personal views through sustained writing <input type="checkbox"/> make connections between experiences and/or texts (e.g., integrate new ideas and opinions, use writing to prepare for and enhance oral communication and vice versa) <input type="checkbox"/> reflect on and respond to a topic, issue, or theme to develop an opinion <input type="checkbox"/> remember and recall relevant details from texts and prior experiences |
| C2 write purposeful information texts that express ideas, information, and understandings to <ul style="list-style-type: none"> - explore and respond - record and describe - speculate and consider - argue and persuade - analyse and critique - engage | <ul style="list-style-type: none"> <input type="checkbox"/> explore and respond to ideas, information, and understandings through various forms of informational writing <input type="checkbox"/> write informational text that accomplishes a clearly stated purpose (e.g., instructions to be followed, details to support a thesis) <input type="checkbox"/> write informational texts for authentic purposes (e.g., letter to the editor, information fair, thank-you speech) <input type="checkbox"/> write texts that consider and examine diverse perspectives <input type="checkbox"/> include details that anticipate and answer some of the reader's questions <input type="checkbox"/> consider possible new directions regarding a topic or issue <input type="checkbox"/> modify language in relation to the needs and interests of the audience <input type="checkbox"/> present ideas and information in a purposeful and relevant way <input type="checkbox"/> coherently develop an opinion or argument <input type="checkbox"/> use relevant details to express and justify a viewpoint |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <p>C3 write effective imaginative texts to develop ideas, information, and understandings to</p> <ul style="list-style-type: none"> - strengthen connections and insights - explore and adapt literary forms and techniques - experiment with increasingly sophisticated language and style - engage and entertain | <ul style="list-style-type: none"> <input type="checkbox"/> relate ideas, feelings, insights, and personal views through sustained writing <input type="checkbox"/> create various forms or genres of imaginative writing that develop ideas through details, images, and emotions <input type="checkbox"/> write imaginative texts for authentic purposes (e.g., story for children, poem for an anthology on a specific theme, student writing contest) <input type="checkbox"/> develop ideas and emotions indirectly (e.g., dialogue, showing characters through their actions) <input type="checkbox"/> craft figurative language to enhance meaning and emotion <input type="checkbox"/> write purposeful, creative texts that have an impact on audience |
| <p>C4 create thoughtful representations, individually and collaboratively, that communicate ideas, information, and understandings to</p> <ul style="list-style-type: none"> - explore and respond - record and describe - explain and persuade - engage | <ul style="list-style-type: none"> <input type="checkbox"/> select an appropriate representation (e.g., slide show, drama, dance, song, video, poster, model, cartoon, graphic novel, carving, mobile, weaving, storyboard, web site, verbal-visual essay) for a given purpose, and defend their choice <input type="checkbox"/> create imaginative representations that depict personal feelings, experiences, and opinions <input type="checkbox"/> create representations that convey information and/or emotion for a specific purpose and audience <input type="checkbox"/> develop key ideas through details and images <input type="checkbox"/> select visual/aesthetic elements and forms to create emotional impact and enhance communication |

Writing and Representing—Strategies

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C5 select, adapt and apply a range of strategies to generate, develop, and organize ideas for writing and representing, including</p> <ul style="list-style-type: none"> - making connections - setting a purpose and considering audience - gathering and summarizing ideas from personal interest, knowledge, and inquiry - analysing writing samples or models - setting class-generated criteria | <ul style="list-style-type: none"> <input type="checkbox"/> consider prior knowledge and other sources (e.g., writing about what they know and care about, building on others' ideas, research from a variety of sources) <input type="checkbox"/> discuss purpose and identify an audience for writing or representing <input type="checkbox"/> generate, collect, and develop ideas in a variety of ways (e.g., brainstorming, free-writing, interviewing, collaborative writing, experiential learning, maintaining a portfolio) <input type="checkbox"/> categorize and organize ideas and information using outlines and graphic organizers before and during writing/representing <input type="checkbox"/> record sources for citation during research and note taking <input type="checkbox"/> conceptualize the final product and plan the steps to achieve it <input type="checkbox"/> examine models of the genre and form, and identify and analyse its characteristics <input type="checkbox"/> generate class criteria for writing and representing (e.g., purpose and audience, length, elements specific to genre and/or form) |
| <p>C6 select, adapt, and apply a range of drafting and composing strategies while writing and representing, including</p> <ul style="list-style-type: none"> - using a variety of oral, written, and visual sources to collect ideas and information - generating text independently and collaboratively - organizing and synthesizing ideas and information - analysing writing samples or models - creating and consulting criteria | <ul style="list-style-type: none"> <input type="checkbox"/> expand ideas from prewriting to writing/representing (e.g., refer to notes for additional ideas, ask for and incorporate feedback from others) <input type="checkbox"/> consult a variety of oral, written, and visual texts for ideas and information <input type="checkbox"/> participate in collaborative writing and representing processes, including achieving consensus on content and style <input type="checkbox"/> compose and share work in progress (e.g., peer and teacher conferences) <input type="checkbox"/> identify and restate main points to clarify meaning <input type="checkbox"/> synthesize ideas and information from various oral, written, and visual sources to develop and support a thesis or theme <input type="checkbox"/> use models to assist in understanding form (e.g., story, essay, screenplay, advertisement) and features/style (e.g., use of dialogue, provocative introduction, word choice, syntax, voice, use of humour, visual elements such as font and colour) <input type="checkbox"/> use print and electronic references and tools while drafting (e.g., dictionaries, graphics programs) <input type="checkbox"/> refer to criteria (e.g., self-generated, class, school, locally developed, provincial) during drafting and composing <input type="checkbox"/> generate increasingly detailed drafts <input type="checkbox"/> revise drafts (e.g., experimenting with paragraph order, effective transitions, more engaging introduction and effective conclusion) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p>C7 select, adapt, and apply a range of strategies to revise, edit, and publish writing and representing, including</p> <ul style="list-style-type: none"> - checking work against established criteria - enhancing supporting details and examples - refining specific aspects and features of text - proofreading | <ul style="list-style-type: none"> <input type="checkbox"/> continue the revision process until a satisfactory product is achieved in relation to established criteria <input type="checkbox"/> reconsider or review for specific features or established criteria (e.g., supporting details, sentence variety, effectiveness of visual elements, consideration of audience and purpose) <input type="checkbox"/> select areas for revision and revise to enhance work <input type="checkbox"/> review and confirm organization (e.g., sequencing, transitions, development of ideas) <input type="checkbox"/> accept and incorporate applicable revision suggestions from peers and teacher (e.g., more descriptive language, add detail to illustration) <input type="checkbox"/> edit and proofread for clarity, spelling, punctuation, and overall appearance <input type="checkbox"/> read own and others' written texts aloud to facilitate development and presentation <input type="checkbox"/> apply presentation details appropriate to medium (e.g., legibility, visual impact, spatial organization) |

Writing and Representing—Thinking

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <i>It is expected that students will:</i> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C8 write and represent to explain and support personal responses to texts by</p> <ul style="list-style-type: none"> - making comparisons, associations, or analogies to other ideas and concepts - relating reactions and emotions to understanding of the text - developing opinions using reasons and evidence - suggesting contextual influences and relationships | <ul style="list-style-type: none"> <input type="checkbox"/> draw comparisons between their own ideas, beliefs, experiences, and feelings, and those in texts <input type="checkbox"/> express feelings or thoughts with increasing subtlety and specificity about an experience or text <input type="checkbox"/> express opinions regarding text supported by reasons, explanations, and evidence <input type="checkbox"/> explain the influence of context on their opinions and perspectives (e.g., “Living in the North has made me more aware of...”) <input type="checkbox"/> respond in various forms (e.g., written, visual, oral, kinesthetic) <input type="checkbox"/> use vocabulary that expresses a depth and range of response |
| <p>C9 write and represent to interpret, analyse, and evaluate ideas, information, and understandings from texts, by</p> <ul style="list-style-type: none"> - critiquing the logic, quality of evidence, and coherence - relating and critiquing perspectives - identifying and challenging bias, contradictions, and distortions - explaining the importance and impact of social, political, and historical factors | <ul style="list-style-type: none"> <input type="checkbox"/> critique the author’s logic and quality of evidence (e.g., “I didn’t think I believed that ... but her evidence was so strong, I changed my mind.”) <input type="checkbox"/> assess the effectiveness of ideas and information (e.g., identify and provide evidence of bias, trace the logic of an argument, judge the impact of an emotional appeal) <input type="checkbox"/> examine and compare ideas and information <input type="checkbox"/> critique perspectives and identify missing perspectives <input type="checkbox"/> recognize and describe bias in own and others’ thinking (e.g., “These three essays show the authors’ racial bias.”) <input type="checkbox"/> identify the influence and importance of historical, political, and social factors such as gender, race/ethnicity, sexual orientation, social and economic status, religious belief, and era on the text and on the author |

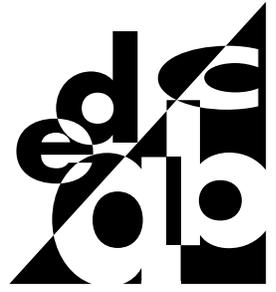
| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p>C10 write and represent to synthesize and extend thinking by</p> <ul style="list-style-type: none"> - personalizing ideas, information, and understandings - explaining relationships among ideas, information, and understandings - applying new ideas, information, and understandings - contextualizing ideas, information, and understandings - transforming existing ideas, information, and understandings | <ul style="list-style-type: none"> <input type="checkbox"/> integrate new information into existing knowledge and beliefs (e.g., recognize legitimacy and shortcomings of concepts and beliefs, consider how new information and existing knowledge work together to provide multiple meanings) <input type="checkbox"/> combine perspectives from multiple texts (e.g., synthesize a variety of critical perspectives into a new understanding) <input type="checkbox"/> consider whether or not an idea will apply in a different context <input type="checkbox"/> develop extensions or revisions of texts (e.g., suggest alternative outcomes, integrate a different perspective or point of view, write a prequel or sequel) <input type="checkbox"/> apply ideas, elements of style, and/or themes from texts to create new works (e.g., apply learnings heard from a guest speaker to create a poem, write a children’s story inspired by a text, write a biography of a minor character, create a fan fiction work) |
| <p>C11 use metacognitive strategies to reflect on and assess their writing and representing by</p> <ul style="list-style-type: none"> - making connections to First Peoples principles of learning - relating their work to criteria - setting goals for improvement - creating a plan for achieving goals - evaluating progress and setting new goals | <ul style="list-style-type: none"> <input type="checkbox"/> reflect on the application of First Peoples principles of learning to their writing and representing (e.g., “I found it helpful to revisit the novel after I did some research about the residential school system.” “I never thought I could write, but now I feel that my voice is important.”) <input type="checkbox"/> contribute relevant ideas and opinions to discussions about effective writing and representing <input type="checkbox"/> generate and select criteria specific to writing tasks <input type="checkbox"/> identify strengths and areas for growth as writers and representers using vocabulary from class-developed and/or other criteria <input type="checkbox"/> identify and assess writing/representing strategies used <input type="checkbox"/> set personal goals for writing and representing (e.g., “I need to make sure my word choice engages my audience.”) <input type="checkbox"/> develop and implement a plan to achieve the goals <input type="checkbox"/> periodically review goals and assess progress (e.g., “I’m getting better at...,” “I need to continue to work on...,” “These three items in my portfolio show that I have ...”) |

Writing and Representing—Features

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <i>It is expected that students will:</i> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C12 use elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including</p> <ul style="list-style-type: none"> - syntax and sentence fluency - diction - point of view - literary devices - visual/aesthetic components | <p>Syntax/Sentence Fluency</p> <ul style="list-style-type: none"> <input type="checkbox"/> use a variety of sentence lengths and structures <input type="checkbox"/> use a variety of sentence types for effect (e.g., deliberate use of sentence fragments) <input type="checkbox"/> combine sentences using subordinate and independent clauses <input type="checkbox"/> use transitions between ideas <p>Diction</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply increasingly sophisticated vocabulary in writing and representing <input type="checkbox"/> use clear language and content words effectively <input type="checkbox"/> demonstrate increasing specificity of language <input type="checkbox"/> experiment with word choice and phrasing based on audience and purpose (e.g., use of dialect, incorporation of First Peoples language terms) <p>Point of View</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporate appropriate register based on audience and purpose <input type="checkbox"/> maintain consistent tone <input type="checkbox"/> maintain a consistent point of view <input type="checkbox"/> reveal individual perspective when representing <input type="checkbox"/> experiment with alternative points of view (e.g., unreliable narrator) <p>Literary Devices</p> <ul style="list-style-type: none"> <input type="checkbox"/> use descriptive/sensory details to enhance and refine ideas <input type="checkbox"/> create effective images through figurative and evocative language <input type="checkbox"/> incorporate literary devices to enhance meaning <p>Visual/Aesthetic Components</p> <ul style="list-style-type: none"> <input type="checkbox"/> choose a form appropriate to purpose (e.g., make a 3-D model to represent symbolism in a story, create a dance to represent a narrative, create a graphic novel to depict archetypal characters) <input type="checkbox"/> show attention to detail (e.g., authenticity in selection or creation of regalia) and some mastery of form (e.g., effective transitions in a slide show) <input type="checkbox"/> integrate visual/aesthetic elements and language to develop meaning (e.g., pacing, intensity, articulation, fades, camera angles, props) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <p>C13 use elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including</p> <ul style="list-style-type: none"> - organization of ideas and information - text features and visual/aesthetic devices | <p>Organization of Ideas and Information</p> <ul style="list-style-type: none"> ❑ follow conventions of a specific form or genre to match writing or representing task (e.g., present sequence of events in a narrative, clarify an opinion in an editorial) ❑ use internal elements/text structures (e.g., salutation in letter, “hook” in paragraph) appropriate to purpose and audience ❑ unify writing/representing with a controlling purpose ❑ begin with an effective introduction/engaging opening (e.g., clearly indicates purpose, grabs reader’s/viewer’s attention) ❑ develop a sequence of ideas with helpful transitions ❑ finish with a logical conclusion/effective ending <p>Text Features and Visual/Aesthetic Devices</p> <ul style="list-style-type: none"> ❑ include text features when appropriate (e.g., diagrams, graphics, titles and headings) ❑ include visual/aesthetic devices (e.g., colour, space, gesture, cropping) clearly and effectively to enhance meaning ❑ integrate visual/aesthetic devices with language to develop meaning (e.g., align cartoon text with graphics, clear and concise captions for photographs) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p>C14 use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including</p> <ul style="list-style-type: none"> - grammar and usage - Canadian punctuation, capitalization, and spelling - copyright and citation of references - presentation/layout | <p>Grammar and Usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> use co-ordinate and subordinate conjunctions to create compound, complex, and compound-complex sentence structures <input type="checkbox"/> maintain subject-verb agreement and pronoun-antecedent agreement <input type="checkbox"/> properly place modifiers <input type="checkbox"/> maintain consistent verb tense <input type="checkbox"/> use active and passive voice to suit purpose and audience (e.g., active voice for clarity of expression, passive voice when the subject is not known) <p>Punctuation/Capitalization/Spelling</p> <ul style="list-style-type: none"> <input type="checkbox"/> use Canadian standard punctuation—including commas, semi-colons, and quotation marks—and capitalization to communicate clearly <input type="checkbox"/> use Canadian punctuation and capitalization correctly in direct quotations, scripts, dialogue, and poetry <input type="checkbox"/> deliberately break punctuation, capitalization, and spelling conventions for stylistic effect <input type="checkbox"/> employ knowledge of Canadian spelling rules and word patterns to analyse and correct spelling errors <input type="checkbox"/> use reference materials to confirm spellings and to solve spelling problems when editing (e.g., dictionary, spell-checker, personal word list) <p>Copyright/Citation of References</p> <ul style="list-style-type: none"> <input type="checkbox"/> define and explain copyright and plagiarism in context <input type="checkbox"/> acknowledge sources of information when creating texts (e.g., print, web-based, oral sources) <input type="checkbox"/> respect and acknowledge copyright <input type="checkbox"/> respect and acknowledge that some First Peoples stories are owned and can only be shared with permission <input type="checkbox"/> embed quotations within sentences <input type="checkbox"/> cite research information, ideas, and quotations in a consistent and ethical manner, according to acceptable research methodology (e.g., cite sources using a recognized style such as MLA, APA, or Chicago) <p>Presentation/Layout</p> <ul style="list-style-type: none"> <input type="checkbox"/> write legibly or word-process in a readable format <input type="checkbox"/> use headings, titles, graphics, illustrations, and/or audio clips appropriate to context and purpose <input type="checkbox"/> apply aspects of presentation appropriate to medium (e.g., visual impact, spatial organization, lighting, choreography) |



LEARNING RESOURCES

English 12 First Peoples

This section contains general information on learning resources for English 12 First Peoples.

Teachers must use either

- provincially recommended resources
OR
- resources that have been evaluated through a local, board/authority-approved process.

Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Ministry policy concerning Learning Resources can be found on the ministry's policy website: www.bced.gov.bc.ca/policy/policies

As EFP 12 is a course intended for both Aboriginal and non-Aboriginal learners, targeted Aboriginal Education funding should not be used to purchase learning resource materials.

AUTHENTIC TEXTS

Critical for the success of this course is the selection of authentic First Peoples texts. Authentic First Peoples texts are those that

- present authentic First Peoples voices—i.e., historical or contemporary texts created by First Peoples (or through the substantial contributions of First Peoples)
- depict themes and issues important to First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and

place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)

- incorporate First Peoples story-telling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour).

Further, texts to support EFP 12 should

- focus primarily on First Peoples voices from British Columbia, but also include texts that reflect First Peoples perspectives from elsewhere in Canada and throughout the world
- demonstrate a high level of literary/artistic merit
- be age-appropriate (e.g., re: reading level) for Grade 12 students.

Teachers wishing to use any learning resource materials that are not provincially recommended will need to have the resources approved by their board of education/authority. To assist districts with the approval process, the First Nations Education Steering Committee has identified, reviewed, and annotated a number of texts suitable for teaching EFP 12. These texts are listed in the FNESC *English 12 First Peoples Teacher Resource Guide*. As this is an examinable course, teachers should also consult the EFP 12 Provincial Examination “List of Examinable Texts.”

The Teacher Resource Guide is available online at www.fnesc.ca/efp12

The List of Examinable Texts is available online at www.bced.gov.bc.ca/exams/specs/

