

## NBE3U/C Course Outline

English: Understanding Contemporary First Nations, Métis, and Inuit Voices

### GENERAL COURSE INFORMATION

**Prerequisites:** ENG2D or ESLEO

**Course Text Replacement Value:** \$20.00 /each

**Recommended Materials:** pens, highlighters, post-it notes, a laptop or device with word processing applications (Microsoft Office, Google Docs or Apple Pages)

### STAFF CONTACT

**Course teacher:**

**Teacher email:**

**English department:** room 120 and 122

**English department phone number:** (416) 395-3140 ext. 20090

### COURSE DESCRIPTION

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or selfgovernance, students will analyse the changing use of text forms by Indigenous authors/ creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

### ASSESSMENT & EVALUATION

Assessment and evaluation will be based on provincial curriculum expectations as outlined in the Ontario English curriculum documents. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations. Student success on meeting curriculum expectations will be assessed by the course teacher through the use of a variety of teaching strategies and assessment tools - diagnostic, formative and summative - throughout the course. This may range from traditional paper and pencil assessments to assessments based on student choice and creation. A final grade will be reported for the course on the Provincial Report Card, and a credit will be granted if a student's grade is 50% or higher. Students who earn a grade of 70-79% (level 3) represent the "provincial standard" for achievement of the expectations in the course and are prepared for work in subsequent courses.

Term Mark Breakdown		Final Assessment Breakdown	
	70%		30%
Knowledge and Understanding	14%	Culminating Project	30%
Thinking and Inquiry	14%		
Communication	21%		
Application	21%		

## OVERALL COURSE EXPECTATIONS

By the end of the course, students will...

1. explore themes related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in text forms created in Canada, formulating questions and comparing perspectives to stimulate a well-reasoned exchange of ideas about these topics; demonstrate an understanding of how representations of First Nations, Métis, and Inuit individuals, communities, and cultures in text forms created in Canada are influenced by perspectives related to or shaped by historical period, cultural background, and social and political conditions and events, including perspectives related to gender and the role of women; and demonstrate an understanding of the role of contemporary and historical text forms created in Canada in representing the diversity of First Nations, Métis, and Inuit lives, cultures, and world views. and assess the impact on Canadian society of efforts to challenge colonialist views and incomplete or inaccurate representations.
2. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
3. read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning; recognize a variety of text forms,

- text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; and use knowledge of words and cueing systems to read fluently.
4. generate, gather, and organize ideas and information to write for an intended purpose and audience; draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience; and use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.
  5. demonstrate an understanding of a variety of media texts; identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; and create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.
  6. reflect on and identify their strengths as listeners and speakers, readers, writers, and media interpreters and creators, including areas for improvement, and the strategies they found most helpful in oral communication, reading, writing, and understanding and creating media texts.

## ENGLISH DEPARTMENT POLICIES & EXPECTATIONS

1. Success in the English classroom is dependent on class attendance. Students are expected to attend all classes on time, with all required materials. Success is also dependent on reading outside of the classroom. Students are expected to read required texts during their independent time.
2. As part of our commitment to becoming an eco-friendly department we are reducing the amount of paper waste produced in our classrooms. Student resources will primarily be made available in digital formats. Paper resources can be provided upon request or based on student need. Students are responsible for any electronics brought to class and should use all technology in a manner that is appropriate for their task. They should also adhere to the TDSB's Online Code of Conduct found in the student agenda.
3. Meeting assignment deadlines is a necessary part of progressing through an English course. Late assignments are discouraged and will only be accepted up to one week after the official deadline. Students are responsible for speaking to their teacher prior to missing a deadline. Alternate deadlines may be provided on a one-to-one basis, on consultation with the teacher.
4. Test and presentation dates are final. Students are responsible for contacting their teacher prior to a test or presentation if there are any concerns. Students who miss a test or presentation should provide documentation from a doctor, parent or guardian upon return to class. Any missed tests or presentations with proper documentation will be rescheduled or substituted with the teacher's discretion.
5. All written assignments will be run through Turnitin.com upon submission to Google Classroom or Brightspace for plagiarism and AI detection. Any submissions unable to be submitted to *Turnitin.com* may result in a grade of 0%. Any submissions that are flagged by *Turnitin.com* may be subject to further review by a member of staff.
6. Academy honesty is required from all students within the English department. All work submitted by students must demonstrate the student's own skills. Students should not submit

work that has been created by other people, that has been altered by a translator, or that is written in conjunction with A. I. technology. Students are required to use proper MLA citations for all secondary sources. Any suspicions of academic dishonesty are subject to further review by a member of staff. Plagiarism of any aspect of an assignment will result in a variety of consequences, including a possible grade of 0% on the assignment.

7. Culminating project checkpoints and deadlines are final. Students are expected to adhere to these deadlines unless documentation is provided and consultation with the teacher has occurred. Failure to submit all parts of a project or to meet the deadline may result in a grade of 0%.
8. Exam schedules are final. Students will not be allowed to write an exam outside of the scheduled exam period. Missed exams will result in a mark of 0 unless proper documentation is provided to the teacher or to an administrator within 24 hours of the exam.
9. Credit rescue opportunities are not mandatory and are at the discretion of the individual teacher. Completing credit rescue does not guarantee that a credit will be granted. Students who do not demonstrate learning and understanding of the curriculum expectations across the entirety of the course will not be granted a credit.