

## Macdonald Collegiate Institute

<b>Course Name</b>	English: Understanding Contemporary First Nations, Métis and Inuit Voices (College English)	<b>Grade</b>	11
<b>Course Code</b>	NBE3C	<b>Credit Value</b>	1
<b>Prerequisite</b>	ENG2D	<b>Or Recommended Prerequisite</b>	
<b>Type of Course</b>	Semester 1, College Preparation English Course		
<p><b>Course Description:</b> This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods 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 college preparation course.</p> <p><b>Curriculum Policy:</b> The Ontario Curriculum, First Nations, Metis and Inuit Studies, Grades 9-12, (Revised 2019), pg. 143-166, <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/First-nations-metis-inuit-studies-grades-9-12.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/First-nations-metis-inuit-studies-grades-9-12.pdf</a></p>			

### Curriculum Categories

**Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

**Thinking:** The use of critical and creative thinking skills and/or processes

**Communication:** The conveying of meaning through various forms

**Application:** The use of knowledge and skills to make connections within and between various contexts

### Assessment and Evaluation of Student Achievement (subject to change):

Unit	Unit Title/Description	Evaluation Task	Strand Focus
Unit 1	Connections to Land Short Stories + Prose, Poetry	Paragraph, Sight Passage Analysis, Poster	First Nations, Métis and Inuit Perspectives & Text Forms in Canada, Reading, Writing
Unit 2	Novel Study <i>The Night Wanderer</i>	Essay, Multimedia Presentation, Journal	First Nations, Métis and Inuit Perspectives & Text Forms in Canada, Reading, Writing, Media, Oral Comm
Unit 3	Telling Story (Auto)Biographies & Independent Lit Study	Photo Journal, Multimedia Presentation	First Nations, Métis and Inuit Perspectives & Text Forms in Canada, Reading, Media, Writing
Unit 4	Beyond the Lens Film & Doc	Film(s) Analysis, Media Paragraph, Journal	First Nations, Métis and Inuit Perspectives & Text Forms in Canada, Media, Writing, Oral Comm
Unit 5	Culminating Activity Exam	Multimedia Presentation (Podcast)	First Nations, Métis and Inuit Perspectives & Text Forms in Canada, Reading, Writing, Media, Oral Comm

**Levels of Achievement:** For Grades 9-12, a student’s achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and reported using percentage marks.

Achievement Level	Percentage Mark Range	Achievement Description
HL4/L4+ L4 LL4/L4-	95 – 100 87 – 94 80 – 86	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.
HL3/L3+ L3 LL3/L3-	77 – 79 73 – 76 70 – 72	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses
HL2/L2+ L2 LL2/L2-	67 – 69 63 – 66 60 – 62	Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
HL1/L1+ L1 LL1/L1-	57 – 59 53 – 56 50 – 52	Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course

Students who achieve below 50% have not met curriculum expectations; a credit will not be granted.

Learning Skills	Assessment of Learning Skills
Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation	Excellent (E); Good (G); Satisfactory (S); Needs Improvement (N)

Weighting by Strands			
Writing	15% overall	Media	15% overall
Reading	15% overall	Oral Communication	15% overall
Culminating Activity Exam	30 % overall	First Nations, Métis and Inuit Perspectives and Text Forms in Canada (in combination to all other strands)	10% overall

**Assessment and Evaluation Strategies:** the following is a list of potential A/E strategies used within the course; the list may not be exhaustive and is subject to change

- media/visual displays                      →quotation/text analysis                      →focused responses                      →oral presentations
- debate    →literature circle                                      →tests    →self-reflections
- essays    →quizzes    →peer assessment

CALCULATION OF FINAL MARK
70% for evaluations conducted throughout the course; 30% for a Culminating Activity (15%)/Exam (15%)

Please note: Changes to the above course outline, while minimal, may be made during the year, at the discretion of the teacher.