

Malvern English and Media Studies

Course Name	Course Code	Prerequisite	Credit
Grade 11 English: Understanding Contemporary First Nations, Métis, and Inuit Voices	NBE3U1	ENG2D1	1.0

COURSE DESCRIPTION:

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.

TDSB EQUITY FOUNDATION STATEMENT:

We believe that equity of opportunity, and equity of access to our programs, services and resources are critical to the achievement of successful outcomes for all those whom we serve, and for those who serve our school system ... The Board is therefore committed to ensuring that fairness, equity, and inclusion are essential principles of our school system and are integrated into all our policies, programs, operations, and practices.

CURRICULUM EXPECTATIONS:

All Ontario Ministry of Education Curriculum documents with full course content information can be located at: <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>

ONGOING DEVELOPMENT OF SKILLS:

The Adolescent Literacy Guide (2016), vision of literacy for all adolescent learners is that all students, individually and with others, develop abilities to:

Think	access, manage, create and evaluate information in order to think imaginatively and critically to solve problems and make decisions, including those related to issues of fairness, equity and social justice
Express	use language and images in rich and varied forms to read, write, listen, speak, view, represent, discuss and think critically about ideas
Reflect	apply metacognitive knowledge and skills, develop self-advocacy, a sense of self-efficacy and interest in life-long learning

Embedded in the abilities to think, express, and reflect is a range of indicators, which form evidence of student learning and a basis for a comprehensive approach to literacy. These literacy indicators are organized around five components: critical literacy, metacognition, questioning, strategy, voice and identity. [Adolescent Literacy Guide \(2016\)](#). A Professional Learning Resource for Grades 7-12.

TEXT SELECTION

Course texts will include various genres, text forms and topics. These include fiction, non-fiction, classic, articles, poetry, infographics, graphic novel, essay, plays, audio, oral texts, and various digital/media texts. Resources will be responsive to student interests, preferences, abilities, cultures, identities, lived experiences, and real world issues and events. Students will explore topics including identity, bias, justice, anti-racism, resistance, and liberation.

PROGRAM PLANNING CONSIDERATIONS

To ensure learning is differentiated, students feel valued, included, and leave with both the tools and a desire to enjoy a lifelong love of literacy, program planning will include the following:

- learning conditions that foster student voice and choice and center the beauty, joy, and resiliency of Indigenous voices.
- opportunities for students to talk to me (one to one), to one another, to bigger audiences, and to practice listening skills
- provide access to a wide variety of culturally relevant and responsive texts and text forms;
- intentionally select texts with content that engage students' in learning to deepen critical literacy, understand systemic oppression, challenge power and privilege through advocacy or actions for change;
- model critical literacy, reading, writing, and communication strategies;
- create regular opportunities for students to live as writers with narrative and generative writing opportunities;
- provide opportunities for teacher and student descriptive feedback, co-creation of success criteria and examination of exemplars;
- ensure accommodations to meet the needs of students as set out in their Individual Education Plan are implemented within the classroom program;
- honour languages and cultures in the classroom and invite parents/caregivers, community artists and leaders to partner in the teaching and learning experiences of students;
- ensure students use digital tools to foster deep learning that incorporates creativity, inquiry, entrepreneurship, collaboration, leadership, communication, global citizenship, character, critical thinking and problem solving.

EVALUATION OF STUDENT ACHIEVEMENT

Assessment and evaluation is based on the [Ontario Ministry of Education's Growing Success \(2010\)](#) document. The primary purpose of assessment and evaluation is to improve student learning and reflect how well a student is achieving the curriculum expectations in a subject or course. Evidence of student achievement for evaluation is also collected over time from different sources, such as discussions, conversations and observation of the development of the student's learning. The evaluations are expressed as a percentage based upon the levels of achievement.

The final grade for this course will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on a culminating activity.

Evaluation of student achievement is based on the achievement chart and English strands. The final grade for this course will be determined as follows:

Category	Weightings
First Nations, Métis, and Inuit Perspectives and Text Forms in Canada	14%
Oral Communication	14%
Reading and Literature Studies	14%
Writing	14%
Media Studies	14%
Culminating Activity	30%

Achievement Categories (used for assessment tools)	Levels of Achievement
Knowledge and Understanding	Level 4: 80%-100%
Thinking	Level 3: 70%-79%*
Communication	Level 2: 60%-69%
Application	Level 1: 50%-59%
	Below Level 1: 0%-49%

*Level 3 is defined as the Provincial standard.

LEARNING SKILLS AND WORK HABITS

The development of learning goals, skills and work habits is an integral part of a student's learning. Each learning skill is supported by teacher feedback, classroom conditions and community expectations:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-regulation

ACHIEVEMENT EXPECTATIONS

Late Policy – PR614

Objective: To provide direction to staff and students for the evaluation of late and missed assignments.

<https://www.tdsb.on.ca/About-Us/Policies-Procedures-Forms/Detail/docId/1786>

Academic Honesty – PR613 Objective: To provide direction to staff and students on the issues of academic honesty, including cheating and plagiarism

<https://www.tdsb.on.ca/About-Us/Policies-Procedures-Forms/Detail/docId/1783>