



**English First**

**Peoples 12**

**Course Outline**

### **Course Overview**

EFP 12 builds upon and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. The course is grounded in the First Peoples Principles of Learning. It is designed for all students, Aboriginal and non-Aboriginal, who are interested in delving deeply into First Peoples oral and written literature and visual texts in a range of media. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text, including oral story, poetry, song, performance, film, and prose. A key feature of the course is its focus on authentic First Peoples voices (i.e., historical or contemporary texts created by or with First Peoples). In EFP 12, all students:

- examine texts grounded in a diversity of First Peoples cultures, including local First Nations or Métis communities
- extend their capacity to communicate effectively in a variety of contexts
- think critically and creatively about the uses of language
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that have shaped and continue to shape their own identities
- appreciate the importance of self-representation through authentic First Peoples text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understandings of what it means to be educated Canadian and global citizens

While the focus in EFP 12 is primarily on First Peoples voices from British Columbia, students also engage with texts that reflect First Peoples perspectives from elsewhere in Canada and throughout the world

## Course Content

1. **UNIT 1: Peoples**– Students will explore the identities of others and self. They will plan, draft and submit a good copy of a personal memoir.
2. **UNIT 2: Voices** – Students will consider oral traditions and the power of voice. Students will plan, draft and produce a podcast.
3. **UNIT 3: Stories** – Students will explore Indigenous storytelling traditions spanning the globe. Students will compare different story telling traditions in a formal compare and contrast essay.
4. **UNIT 4: Texts** – Students will explore common Indigenous themes and symbolism using film. Students will plan, storyboard and produce a short documentary.
5. **UNIT 5: Past, Present and Future** - Students will reflect on the past, present and future of Indigenous Peoples. Student will learn about residential schools, reconciliation and plan their own ReconciliACTION.

## Course Materials

1. Students will need access to the internet.
2. Students will need access to a video creation tool (eg: cell phone or built-in laptop camera).
3. Students will need a library card.
4. Students will need access to the following works:
  - *The Reason You Walk* by Wab Kinew
  - One of the Indigenous Films, Documentaries or Docuseries

**NOTE:** If students have any trouble accessing the above works, EBUS will provide them.

## Assessment Information

1. **Course Work (Formative Assessment) 30%**
  2. **Projects (Summative Assessment) 60%**
  3. **Invigilated Tests 10%**
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## **When students are not meeting the learning outcomes/ falling behind**

When students fall behind the expected pace or plan, they will be contacted via email or phone and if there is no improvement or response, parents will also be contacted. If deemed necessary, contact with the student's home school may also occur to help determine a solution.

Students are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support learning. The course teacher will also provide feedback on course work to support learning and help students improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Students falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, the student may be given an alternate completion date.

### **Expectations**

- Adhere to the EBUS Academic Integrity Policy
- Contact your teacher when help is needed
- Review feedback from assignments and tests, where applicable
- Work to complete the course in a timely manner
- Communicate respectfully
- Review weekly progress reports

### **Reporting to Parents:**

There are 4 term report cards that can be downloaded from the student dashboard. A notice will go out when these report cards are available.

The teacher will send out bi-weekly progress reports showing the student's progress. Progress reports are also available on-demand via the student's Moodle dashboard.

### **Contacting Your Teacher:**

Your teacher will be available Monday to Friday during regular school hours. If you are having trouble with any concepts, please contact your teacher right away!

You can Moodle message, email, or phone your teacher with any questions you have.