

## LITERARY STUDIES + WRITING 11 (4 credits)

### Description

EFP Literary Studies + Writing 11 is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Through the study of literature and the processes of experimenting with, reflecting on, extending, and refining their writing, students:

- extend their capacity to communicate effectively in a variety of contexts
- deepen their understanding of themselves and the world
- expand their understanding of what it means to be educated Canadian and global citizens

The following are possible areas of study within EFP Literary Studies + Writing 11:

- community focused text – ideas include creating written work that relates to local First Peoples resources and supports community-driven initiatives (e.g., commemorative works, community performances, proposals)
- exploring personal and cultural identities in relation to First Peoples in Canada and elsewhere – ideas include genre-specific, author-specific, or thematic study of First Peoples literature
- exploration of First Peoples themes – ideas include creating multigenerational narratives, contextualizing self in relation to community, and expressing relationship to land, with consideration of issues such as cultural appropriation and inauthenticity
- performance art in relation to First Peoples themes – ideas include creating slam poetry, oratory, rap, drama, song, or multimodal work
- academic, technical, and professional composition – ideas include Indigenous and Western approaches to research and writing for a variety of purposes and audiences
- intersections between First Peoples themes and other social justice issues – ideas include Indigeneity and feminism, Indigeneity and LGBTQ, Indigeneity and inclusion, Indigeneity and environmental sustainability

### Suggested interdisciplinary links

- documenting land use (Social Studies)
- engaging in First Nations language revitalization projects (Languages)
- dialogue using various languages, dialects, colloquialisms (Languages)
- publishing process and industry (Applied Design, Skills, Technologies)
- writing within a specific field or profession (Science, Math)
- researching and writing within a specific academic discipline (Science, History)
- advertising writing accompanied by art/graphics (Visual Art, Applied Design, Skills, Technologies)
- writing lyrics for songs (Music)

## BIG IDEAS

The exploration of **text** deepens understanding of one's identity, others, and the world.

First Peoples **texts** and **stories** provide insight into key aspects of Canada's past, present, and future.

First Peoples literature plays a role within the process of **Reconciliation**.

People understand text differently depending on their worldviews and perspectives.

Texts are socially, culturally, geographically, and historically constructed.

Self-representation through **authentic First Peoples text** is a means to foster justice.

## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews</li> <li>• Access information for diverse purposes and from a <b>variety of sources</b> to inform writing</li> <li>• Evaluate the <b>relevance</b>, accuracy, and <b>reliability</b> of texts</li> <li>• Select and apply appropriate <b>strategies</b> in a <b>variety of contexts</b> to guide inquiry, extend thinking, and comprehend texts</li> <li>• Recognize and understand how <b>different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages</b></li> <li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>• Recognize and identify <b>personal, social, and cultural contexts, values, and perspectives</b> in texts, including gender, sexual orientation, and socio-economic factors</li> <li>• Demonstrate understanding of how <b>language constructs and reflects personal, social, and cultural identities</b></li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Recognize and understand the role of <b>story</b> and <b>oral traditions</b> in expressing First Peoples perspectives, values, beliefs, and points of view</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>A wide variety of BC, Canadian, and global First Peoples texts</b></p> <p><b>A wide variety of text forms and genres</b></p> <p><b>Common themes in First Peoples texts</b></p> <p><b>Reconciliation in Canada</b></p> <p><b>First Peoples oral traditions</b></p> <ul style="list-style-type: none"> <li>• the <b>legal status</b> of First Peoples oral traditions in Canada</li> <li>• purposes of oral texts</li> </ul> <p><b>Protocols</b></p> <ul style="list-style-type: none"> <li>• protocols related to the <b>ownership and use of First Peoples oral texts</b></li> <li>• processes related to protocols and expectations <b>when engaging with First Nations communities and Aboriginal organizations</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Understand and evaluate how literary elements, techniques, and devices enhance and shape meaning and impact</li> <li>• Recognize and understand the diversity within and across First Peoples societies as represented in texts</li> <li>• Assess the authenticity of First Peoples texts</li> <li>• Understand the influence of <b>land/place</b> in First Peoples texts</li> <li>• Identify bias, contradictions, distortions, and omissions</li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• Respectfully <b>exchange ideas and viewpoints</b> from diverse perspectives to build shared understandings and extend thinking</li> <li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for a <b>range of purposes</b></li> <li>• Select and apply appropriate oral communication formats for intended purposes</li> <li>• Express and support an opinion with evidence</li> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a variety of purposes and <b>audiences</b></li> <li>• Assess and <b>refine texts to improve clarity, effectiveness, and impact</b></li> <li>• Experiment with genres, forms, or styles of texts</li> <li>• Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</li> <li>• Transform ideas and information to create original texts, using various genres, forms, structures, and styles</li> <li>• Understand intellectual property rights and community protocols and apply as necessary</li> </ul>	<p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• narrative structures, including <b>those found in First Peoples texts</b></li> <li>• form, <b>function</b>, and genre of texts</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• <b>elements of style</b></li> <li>• syntax and sentence fluency</li> <li>• <b>rhetorical devices</b></li> <li>• <b>usage and conventions</b></li> <li>• <b>literary elements and devices</b></li> <li>• literal and inferential meaning</li> <li>• <b>persuasive techniques</b></li> <li>• citations and <b>acknowledgements</b></li> </ul>