

Indigenous Knowledge and Perspectives: English Language Arts K–12

Context

In B.C.’s redesigned curriculum, Indigenous knowledge and perspectives are integrated throughout all areas of learning and are evident in the curriculum’s rationale statements, goals, big ideas, mandated learning standards, and elaborations. The First Peoples Principles of Learning offer a crucial lens for curriculum, placing a significant importance on the authentic integration of Indigenous knowledge and perspectives in relevant and meaningful ways.

The intent behind this integration is to promote a growing understanding of Indigenous peoples in B.C. that will contribute to the development of educated citizens who reflect on and support reconciliation. This approach to Indigenous education encourages enlightened discussion among teachers and students in all areas of learning and grade levels, and this approach values and prioritizes Indigenous knowledge and perspectives that can only be found in B.C.

Purpose

The *Indigenous Knowledge and Perspectives: K-12 English Language Arts Curriculum* resource is intended to support teachers in authentically integrating Indigenous knowledge and perspectives into their classrooms. This resource provides a detailed overview of the explicit and implicit references to Indigenous knowledge and perspectives in the Big Ideas, Curricular Competencies, and Content throughout the K-12 English Language Arts curriculum.

Explicit References

Explicit references include the Big Ideas, Curricular Competencies, and Content that directly refer to Indigenous knowledge and perspectives. For example, the Literacy Studies 10 curriculum includes the following explicit reference:

Literary Studies 10, Content, **narrative structures found in First Peoples texts**

⇒ (e.g., circular, iterative, cyclical)

Implicit References

Implicit references are Big Ideas, Curricular Competencies, and Content that indirectly refer to Indigenous knowledge and perspectives. For example, the Grade 2 English Language Arts curriculum includes the following implicit reference:

Grade 2, Curricular Competency, **Explore oral storytelling processes**

⇒ *creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text*

The implicit references included in this resource represent just one perspective and should not be considered the only interpretation. Identifying implicit references depends on personal and cultural background, prior knowledge and experience, subject-matter expertise, points of view, and connections to place*. As such, the implicit references in this resource serve only as a guide and should not be viewed as a conclusive list.

Note on Elaborations: Explicit references to Indigenous knowledge and perspectives that are found within the Elaborations of Big Ideas, Curricular Competencies, or Content are considered *implicit* unless they are accompanied by an explicit reference in the Big Ideas, Curricular Competencies, or Content.

The key below shows how the information in the chart is structured:

Bolded print	Mandated Learning Standard
•	Sub-points of a Learning Standard
⇒	Elaborations
○	Key questions or samples

***Place** refers to any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity.

Indigenous Knowledge and Perspectives: English Language Arts K–12

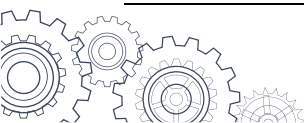
ENGLISH LANGUAGE ARTS		Kindergarten
	Explicit	Implicit
Big Ideas		<p>Stories and other texts help us learn about ourselves and our families.</p> <p><i>story/stories:</i></p> <p>⇒ <i>narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.</i></p> <p><i>Text/texts:</i></p> <p>⇒ <i>Text and texts are generic terms referring to all forms of oral, written, visual, and digital communication: - oral texts include speeches, poems, plays, and oral stories, - written texts include novels, articles, and short stories, - visual texts include posters, photographs, and other images, - digital texts include electronic forms of all of the above, - oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).</i></p> <p>Through listening and speaking, we connect with others and share our world.</p>
Curricular Competencies		<p>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity and community</p> <p><i>engage actively as listeners, viewers, and readers:</i></p> <p>⇒ <i>connecting to personal knowledge, experiences, and traditions: participating in community and cultural traditions and practices; asking questions related to the topic at hand</i></p> <p>Recognize the importance of story in personal, family, and community identity</p> <p>Explore oral story telling processes</p> <p><i>oral storytelling processes:</i></p> <p>⇒ <i>creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text</i></p>
Content		<p>structure of story</p> <p>oral language strategies</p>



ENGLISH LANGUAGE ARTS

Grade 1

	Explicit	Implicit
Big Ideas		<p>Stories and other texts can help us learn about ourselves and our families.</p> <p><i>story/stories:</i></p> <ul style="list-style-type: none">⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. <p><i>Text/texts:</i></p> <ul style="list-style-type: none">⇒ Text and texts are generic terms referring to all forms of oral, written, visual, and digital communication: - oral texts include speeches, poems, plays, and oral stories, - written texts include novels, articles, and short stories, - visual texts include posters, photographs, and other images, - digital texts include electronic forms of all of the above, - oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p>Through listening and speaking, we connect with others and share our world.</p>
Curricular Competencies	<p>Show awareness of how story in First Peoples cultures connects people to family and community</p> <p><i>story in First Peoples cultures:</i></p> <ul style="list-style-type: none">⇒ Traditional and contemporary First Peoples stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) are told for several purposes: - teaching (e.g., life lessons, community responsibilities, rites of passage), - sharing creation stories, - recording personal, family and community histories, - “mapping” the geography and resources of an area, - ensuring cultural continuity (e.g., knowledge of ancestors, language), - healing, - entertainment	<p>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity and community</p> <p><i>engage actively as listeners, viewers, and readers:</i></p> <ul style="list-style-type: none">⇒ connecting to personal knowledge, experiences, and traditions: participating in community and cultural traditions and practices; asking questions related to the topic at hand <p>Recognize the importance of story in personal, family, and community identity</p> <p>Exchange ideas and perspectives to build shared understanding</p> <p>Explore oral story telling processes</p> <p><i>oral storytelling processes:</i></p> <ul style="list-style-type: none">⇒ creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text
Content		<p>elements of story</p> <p>oral language strategies</p>

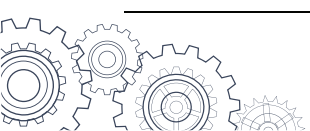




ENGLISH LANGUAGE ARTS

Grade 2

	Explicit	Implicit
Big Ideas		<p>Stories and other texts connect us to ourselves, our families, and our communities.</p> <p><i>story/stories:</i></p> <p>⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.</p> <p><i>Text/texts:</i></p> <p>⇒ Text and texts are generic terms referring to all forms of oral, written, visual, and digital communication: -oral texts include speeches, poems, plays, and oral stories, - written texts include novels, articles, and short stories, - visual texts include posters, photographs, and other images, - digital texts include electronic forms of all of the above, - oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).</p> <p>Through listening and speaking, we connect with others and share our world.</p>
Curricular Competencies	<p>Show awareness of how story in First Peoples cultures connects people to family and community</p> <p><i>story in First Peoples cultures:</i></p> <p>⇒ Traditional and contemporary First Peoples stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) are told for several purposes: - teaching (e.g., life lessons, community responsibilities, rites of passage), - sharing creation stories, - recording personal, family and community histories, - “mapping” the geography and resources of an area, - ensuring cultural continuity (e.g., knowledge of ancestors, language), - healing, - entertainment</p>	<p>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity and community</p> <p><i>engage actively as listeners, viewers, and readers:</i></p> <p>⇒ connecting to personal knowledge, experiences, and traditions: participating in community and cultural traditions and practices; asking questions related to the topic at hand</p> <p>Demonstrate awareness of the role that story plays in personal, family, and community identity</p> <p>Exchange ideas and perspectives to build shared understanding</p> <p><i>exchanging ideas and perspectives:</i></p> <p>⇒ taking turns in offering ideas related to the topic at hand, engaging in conversation with peers and adults, and showing respect for the contributions of others</p> <p>Explore oral storytelling processes</p> <p><i>oral storytelling processes:</i></p> <p>⇒ creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text</p>
Content		<p>elements of story</p> <p>oral language strategies</p> <p>features of oral language</p>

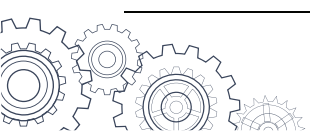




ENGLISH LANGUAGE ARTS

Grade 3

	Explicit	Implicit
Big Ideas		<p>Stories and other texts connect us to ourselves, our families, and our communities.</p> <p><i>story/stories:</i></p> <ul style="list-style-type: none">⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. <p><i>Text/texts:</i></p> <ul style="list-style-type: none">⇒ Text and texts are generic terms referring to all forms of oral, written, visual, and digital communication: -oral texts include speeches, poems, plays, and oral stories, - written texts include novels, articles, and short stories, - visual texts include posters, photographs, and other images, - digital texts include electronic forms of all of the above, - oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p>Stories can be understood from different perspectives.</p>
Curricular Competencies	<p>Show awareness of how story in First Peoples cultures connects people to family and community</p> <p><i>story in First Peoples cultures:</i></p> <ul style="list-style-type: none">⇒ Traditional and contemporary First Peoples stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) are told for several purposes: - teaching (e.g., life lessons, community responsibilities, rites of passage), - sharing creation stories, - recording personal, family and community histories, - “mapping” the geography and resources of an area, - ensuring cultural continuity (e.g., knowledge of ancestors, language), - healing, - entertainment <p>Develop awareness of how story in First Peoples cultures connects people to land</p> <p><i>how story in First Peoples cultures connects people to land:</i></p> <ul style="list-style-type: none">⇒ First Peoples stories were created to explain the landscape, the seasons, and local events. <p>Explore and appreciate aspects of First Peoples oral traditions</p> <p><i>oral traditions:</i></p> <ul style="list-style-type: none">⇒ the means by which culture is transmitted over generations other than through written records.	<p>Recognize how different texts reflect different purposes</p> <p>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity and community</p> <p><i>engage actively as listeners, viewers, and readers:</i></p> <ul style="list-style-type: none">⇒ connecting to personal knowledge, experiences, and traditions: participating in community and cultural traditions and practices; asking questions related to the topic at hand <p>Explain the role that story plays in personal, family, and community identity</p> <p>Exchange ideas and perspectives to build shared understanding</p> <p><i>exchanging ideas and perspectives:</i></p> <ul style="list-style-type: none">⇒ taking turns in offering ideas related to the topic at hand, engaging in conversation with peers and adults, and showing respect for the contributions of others <p>Use oral storytelling processes</p> <p><i>oral storytelling processes:</i></p> <ul style="list-style-type: none">⇒ creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text

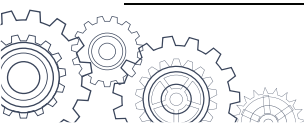




ENGLISH LANGUAGE ARTS

Grade 3 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<div>⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.</div> <div>⇒ In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).</div> <div>⇒ The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</div>	
Content		<div>elements of story</div> <div>functions and genres of stories and other texts</div> <div>oral language strategies</div> <div>features of oral language</div>

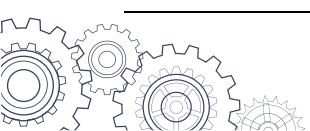


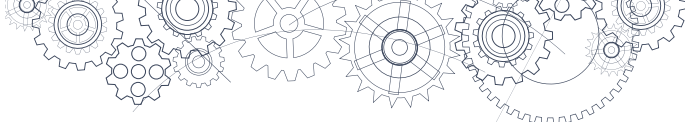


ENGLISH LANGUAGE ARTS

Grade 4

	Explicit	Implicit
Big Ideas		<p>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p> <p><i>story/stories:</i></p> <p>⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.</p> <p><i>Text/texts:</i></p> <p>⇒ Text and texts are generic terms referring to all forms of oral, written, visual, and digital communication: -oral texts include speeches, poems, plays, and oral stories, - written texts include novels, articles, and short stories, - visual texts include posters, photographs, and other images, - digital texts include electronic forms of all of the above, - oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).</p> <p>Texts can be understood from different perspectives.</p>
Curricular Competencies	<p>Demonstrate awareness of how story in First Peoples cultures connects people to family and community</p> <p><i>story in First Peoples cultures:</i></p> <p>⇒ Traditional and contemporary First Peoples stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) are told for several purposes: - teaching (e.g., life lessons, community responsibilities, rites of passage), - sharing creation stories, - recording personal, family and community histories, - “mapping” the geography and resources of an area, - ensuring cultural continuity (e.g., knowledge of ancestors, language), - healing, - entertainment</p> <p>Identify how story in First Peoples cultures connects people to land</p> <p><i>how story in First Peoples cultures connects people to land:</i></p> <p>⇒ First Peoples stories were created to explain the landscape, the seasons, and local events.</p> <p>Explore and appreciate aspects of First Peoples oral traditions</p> <p><i>oral traditions:</i></p> <p>⇒ the means by which culture is transmitted over generations other than through written records.</p>	<p>Consider different purposes, audiences, and perspectives in exploring texts</p> <p>Identify how differences in context, perspectives, and voice influence meaning in texts</p> <p>Recognize the role of language in personal, social, and cultural identity</p> <p>Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world</p> <p>Exchange ideas and perspectives to build shared understanding</p> <p><i>exchanging ideas and perspectives:</i></p> <p>⇒ taking turns in offering ideas related to the topic at hand, engaging in conversation with peers and adults, and showing respect for the contributions of others</p> <p>Use oral storytelling processes</p> <p>⇒ creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller’s natural voice from the characters’ voices, presenting the story efficiently, keeping the listener’s interest throughout</p>

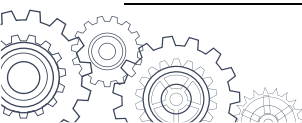




ENGLISH LANGUAGE ARTS

Grade 4 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<div>⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.</div> <div>⇒ In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).</div> <div>⇒ The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</div>	
Content		<div>forms, functions, and genres of text</div> <div>oral language strategies</div> <div>features of oral language</div>

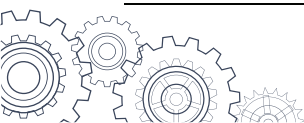


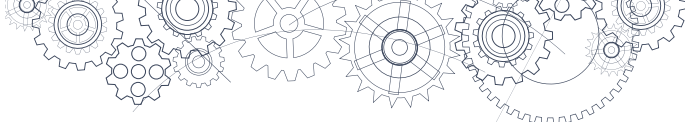


ENGLISH LANGUAGE ARTS

Grade 5

	Explicit	Implicit
Big Ideas		<p>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p> <p><i>story/stories:</i></p> <ul style="list-style-type: none">⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. <p><i>Text/texts:</i></p> <ul style="list-style-type: none">⇒ Text and texts are generic terms referring to all forms of oral, written, visual, and digital communication: - oral texts include speeches, poems, plays, and oral stories, - written texts include novels, articles, and short stories, - visual texts include posters, photographs, and other images, - digital texts include electronic forms of all of the above, - oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p>Texts can be understood from different perspectives.</p>
Curricular Competencies	<p>Demonstrate awareness of how story in First Peoples cultures connects people to family and community</p> <p><i>story in First Peoples cultures:</i></p> <ul style="list-style-type: none">⇒ Traditional and contemporary First Peoples stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) are told for several purposes: - teaching (e.g., life lessons, community responsibilities, rites of passage), - sharing creation stories, - recording personal, family and community histories, - “mapping” the geography and resources of an area, - ensuring cultural continuity (e.g., knowledge of ancestors, language), - healing, - entertainment <p>Identify how story in First Peoples cultures connects people to land</p> <p><i>how story in First Peoples cultures connects people to land:</i></p> <ul style="list-style-type: none">⇒ First Peoples stories were created to explain the landscape, the seasons, and local events. <p>Explore and appreciate aspects of First Peoples oral traditions</p> <p><i>oral traditions:</i></p> <ul style="list-style-type: none">⇒ the means by which culture is transmitted over generations other than through written records.	<p>Consider different purposes, audiences, and perspectives in exploring texts</p> <p>Identify how differences in context, perspectives, and voice influence meaning in texts</p> <p>Explain the role of language in personal, social, and cultural identity</p> <p>Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world</p> <p>Exchange ideas and perspectives to build shared understanding</p> <p><i>exchanging ideas and perspectives:</i></p> <ul style="list-style-type: none">⇒ taking turns in offering ideas related to the topic at hand, engaging in conversation with peers and adults, and showing respect for the contributions of others <p>Use oral storytelling processes</p> <ul style="list-style-type: none">⇒ creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller’s natural voice from the characters’ voices, presenting the story efficiently, keeping the listener’s interest throughout

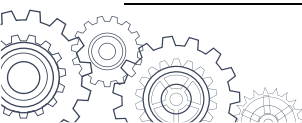




ENGLISH LANGUAGE ARTS

Grade 5 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<div>⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.</div> <div>⇒ In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).</div> <div>⇒ The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</div>	
Content		<div>forms, functions, and genres of text</div> <div>oral language strategies</div> <div>features of oral language</div>

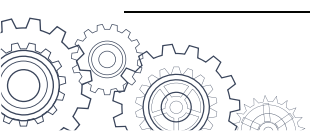




ENGLISH LANGUAGE ARTS

Grade 6

	Explicit	Implicit
Big Ideas		<p>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p> <p><i>story/stories:</i></p> <ul style="list-style-type: none">⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. <p><i>Text/texts:</i></p> <ul style="list-style-type: none">⇒ Text and texts are generic terms referring to all forms of oral, written, visual, and digital communication: -oral texts include speeches, poems, plays, and oral stories, - written texts include novels, articles, and short stories, - visual texts include posters, photographs, and other images, - digital texts include electronic forms of all of the above, - oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p>Exploring and sharing multiple perspectives extends our thinking.</p> <p><i>Extends our thinking:</i></p> <ul style="list-style-type: none">⇒ questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, problem solving <p>Questioning what we hear, read, and view contributes to our ability to be educated citizens.</p>
Curricular Competencies	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p><i>story:</i></p> <ul style="list-style-type: none">⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. <p><i>oral traditions:</i></p> <ul style="list-style-type: none">⇒ the means by which culture is transmitted over generations other than through written records.⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.	<p>Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages</p> <p>Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</p> <p><i>personal, social, and cultural contexts, values, and perspectives:</i></p> <ul style="list-style-type: none">⇒ Students should be prompted to consider the influence of family, friends, activities, religion, gender, and place on texts, and the relationship between text and context <p>Recognize how language constructs personal, social, and cultural identity</p> <p><i>how language constructs personal, social, and cultural identity:</i></p> <ul style="list-style-type: none">⇒ Our sense of individuality and belonging is a product of for example, the language we use; oral tradition, story, and recorded history; cultural aspects; and formal and informal language use. Students should be prompted to consider the impact of language in their lives.

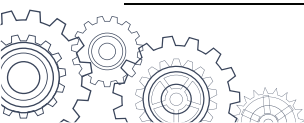




ENGLISH LANGUAGE ARTS

Grade 6 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<p>⇒ <i>In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).</i></p> <p>⇒ <i>The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</i></p>	<p>Exchange ideas and viewpoints to build shared understanding</p> <p>Use and experiment with oral storytelling processes</p> <p>⇒ <i>creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller’s natural voice from the characters’ voices, presenting the story efficiently, keeping the listener’s interest throughout</i></p>
Content		<p>forms, functions, and genres of text</p> <p>oral language strategies</p> <p>features of oral language</p>

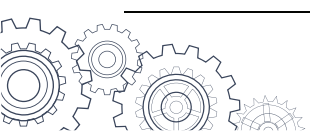




ENGLISH LANGUAGE ARTS

Grade 7

	Explicit	Implicit
Big Ideas		<p>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p> <p><i>story/stories:</i></p> <ul style="list-style-type: none">⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. <p><i>Text/texts:</i></p> <ul style="list-style-type: none">⇒ Text and texts are generic terms referring to all forms of oral, written, visual, and digital communication: -oral texts include speeches, poems, plays, and oral stories, - written texts include novels, articles, and short stories, - visual texts include posters, photographs, and other images, - digital texts include electronic forms of all of the above, - oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p>Exploring and sharing multiple perspectives extends our thinking.</p> <p><i>Extends our thinking:</i></p> <ul style="list-style-type: none">⇒ questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, problem solving <p>Developing our understanding of how language works allows us to use it purposefully.</p>
Curricular Competencies	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p><i>story:</i></p> <ul style="list-style-type: none">⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. <p><i>oral traditions:</i></p> <ul style="list-style-type: none">⇒ the means by which culture is transmitted over generations other than through written records.⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.	<p>Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages</p> <p>Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</p> <p><i>personal, social, and cultural contexts, values, and perspectives:</i></p> <ul style="list-style-type: none">⇒ Students should be prompted to consider the influence of family, friends, activities, religion, gender, and place on texts, and the relationship between text and context <p>Recognize how language constructs personal, social, and cultural identity</p> <p><i>how language constructs personal, social, and cultural identity:</i></p> <ul style="list-style-type: none">⇒ Our sense of individuality and belonging is a product of for example, the language we use; oral tradition, story, and recorded history; cultural aspects; and formal and informal language use. Students should be prompted to consider the impact of language in their lives.

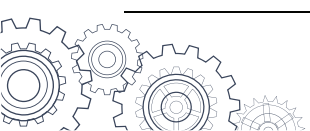




ENGLISH LANGUAGE ARTS

Grade 7 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<p>⇒ <i>In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).</i></p> <p>⇒ <i>The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</i></p> <p>Recognize the validity of First Peoples oral tradition for a range of purposes</p> <p><i>validity of First Peoples oral tradition:</i></p> <p>⇒ <i>Students should be prompted to recognize the similarities and differences between oral and written records, and to understand that oral tradition has the same validity, importance, and permanence for First Peoples as written texts do for other cultures.</i></p>	<p>Exchange ideas and viewpoints to build shared understanding and extend thinking</p> <p>⇒ <i>collaborating in large and small groups through activities such as think-pair-share, debates, four corners, quiet conversation, and lit circles (in which students take on new roles); using active listening skills and receptive body language; paraphrasing and building on others' ideas; disagreeing respectfully; and extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments)</i></p> <p>Use and experiment with oral storytelling processes</p> <p>⇒ <i>creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller's natural voice from the characters' voices, presenting the story efficiently, keeping the listener's interest throughout</i></p>
Content		<p>forms, functions, and genres of text</p> <p>oral language strategies</p> <p>features of oral language</p>





ENGLISH LANGUAGE ARTS

Grade 8

	Explicit	Implicit
Big Ideas		<p>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p> <p><i>story/stories:</i></p> <ul style="list-style-type: none">⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. <p><i>Text/texts:</i></p> <ul style="list-style-type: none">⇒ Text and texts are generic terms referring to all forms of oral, written, visual, and digital communication: -oral texts include speeches, poems, plays, and oral stories, - written texts include novels, articles, and short stories, - visual texts include posters, photographs, and other images, - digital texts include electronic forms of all of the above, - oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p>Exploring and sharing multiple perspectives extends our thinking.</p> <p><i>Extends our thinking:</i></p> <ul style="list-style-type: none">⇒ questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, problem solving <p>Developing our understanding of how language works allows us to use it purposefully.</p>
Curricular Competencies	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p><i>story:</i></p> <ul style="list-style-type: none">⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. <p><i>oral traditions:</i></p> <ul style="list-style-type: none">⇒ the means by which culture is transmitted over generations other than through written records.⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.	<p>Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages</p> <p>Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</p> <p><i>personal, social, and cultural contexts, values, and perspectives:</i></p> <ul style="list-style-type: none">⇒ Students should be prompted to consider the influence of family, friends, activities, religion, gender, and place on texts, and the relationship between text and context <p>Recognize how language constructs personal, social, and cultural identity</p> <p><i>how language constructs personal, social, and cultural identity:</i></p> <ul style="list-style-type: none">⇒ Our sense of individuality and belonging is a product of for example, the language we use; oral tradition, story, and recorded history; cultural aspects; and formal and informal language use. Students should be prompted to consider the impact of language in their lives.

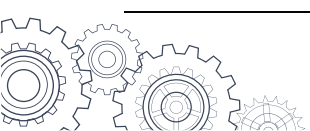




ENGLISH LANGUAGE ARTS

Grade 8 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<p>⇒ <i>In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).</i></p> <p>⇒ <i>The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</i></p> <p>Develop an awareness of the protocols and ownership associated with First Peoples texts</p>	<p>Exchange ideas and viewpoints to build shared understanding and extend thinking</p> <p>⇒ <i>collaborating in large and small groups through activities such as think-pair-share, debates, four corners, quiet conversation, and lit circles (in which students take on new roles); using active listening skills and receptive body language; paraphrasing and building on others' ideas; disagreeing respectfully; and extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments)</i></p> <p>Use and experiment with oral storytelling processes</p> <p>⇒ <i>creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller's natural voice from the characters' voices, presenting the story efficiently, keeping the listener's interest throughout</i></p>
Content		<p>forms, functions, and genres of text</p> <p>oral language strategies</p> <p>features of oral language</p>

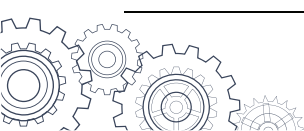




ENGLISH LANGUAGE ARTS

Grade 9

	Explicit	Implicit
Big Ideas		<p>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p> <p><i>story/stories:</i></p> <ul style="list-style-type: none">⇒ <i>narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.</i> <p><i>Text/texts:</i></p> <ul style="list-style-type: none">⇒ <i>Text and texts are generic terms referring to all forms of oral, written, visual, and digital communication: - oral texts include speeches, poems, plays, and oral stories, - written texts include novels, articles, and short stories, - visual texts include posters, photographs, and other images, - digital texts include electronic forms of all of the above, - oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).</i> <p>People understand text differently depending on their worldview and perspectives.</p> <p>Texts are socially, culturally, and historically constructed.</p>
Curricular Competencies	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p><i>story:</i></p> <ul style="list-style-type: none">⇒ <i>narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.</i> <p><i>oral traditions:</i></p> <ul style="list-style-type: none">⇒ <i>the means by which culture is transmitted over generations other than through written records.</i>⇒ <i>Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.</i>⇒ <i>In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).</i>⇒ <i>The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</i>	<p>Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages</p> <p>Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</p> <p><i>personal, social, and cultural contexts, values, and perspectives:</i></p> <ul style="list-style-type: none">⇒ <i>Students should be prompted to consider the influence of family, friends, activities, religion, gender, and place on texts, and the relationship between text and context</i> <p>Recognize how language constructs personal, social, and cultural identity</p> <p><i>how language constructs personal, social, and cultural identity:</i></p> <ul style="list-style-type: none">⇒ <i>Our sense of individuality and belonging is a product of for example, the language we use; oral tradition, story, and recorded history; cultural aspects; and formal and informal language use. Students should be prompted to consider the impact of language in their lives.</i> <p>Use and experiment with oral storytelling processes</p> <ul style="list-style-type: none">⇒ <i>creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller's natural voice from the characters' voices, presenting the story efficiently, keeping the listener's interest throughout</i>

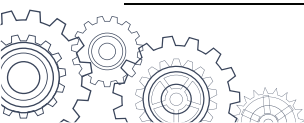




ENGLISH LANGUAGE ARTS

Grade 9 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	Develop an awareness of the diversity within and across First Peoples societies represented in texts Recognize the influence of place in First Peoples and other Canadian texts	
Content		forms, functions, and genres of text oral language strategies features of oral language

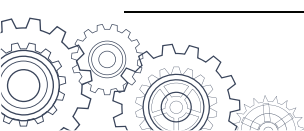




ENGLISH LANGUAGE ARTS

Composition 10

	Explicit	Implicit
Big Ideas		<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:⇒ Oral texts include speeches, poems, plays, oral stories, and songs.⇒ Written texts include novels, articles, and short stories.⇒ Visual texts include posters, photographs, and other images.⇒ Digital texts include electronic forms of all of the above.⇒ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers. <p>Texts are socially, culturally, geographically, and historically constructed.</p>
Curricular Competencies	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p><i>story:</i></p> <ul style="list-style-type: none">⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. <p><i>oral traditions:</i></p> <ul style="list-style-type: none">⇒ the means by which culture is transmitted over generations other than through written records.⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.⇒ In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).⇒ The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.	<p>Explore how language constructs personal and cultural identities</p> <p>Identify bias, contradictions, and distortions</p> <p>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</p> <p><i>build shared understanding and extend thinking:</i></p> <ul style="list-style-type: none">⇒ listening to and receptively responding to feedback⇒ responding to others’ work with constructive feedback⇒ being open-minded to divergent viewpoints and perspectives⇒ asking questions to promote discussion⇒ inviting others to share their ideas⇒ being willing to support personal perspectives⇒ being willing to shift perspective <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p><i>acknowledgements and citations:</i></p> <ul style="list-style-type: none">⇒ includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge

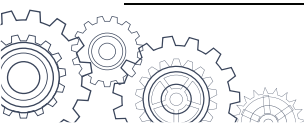




ENGLISH LANGUAGE ARTS

Composition 10 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	Recognize and appreciate the diversity within and across First Peoples societies as represented in texts	
Content	narrative structures found in First Peoples texts <i>narrative structures found in First Peoples texts:</i> ⇒ (e.g., circular, iterative, cyclical) protocols related to ownership of First Peoples oral texts <i>protocols related to ownership of First Peoples oral texts:</i> ⇒ First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.	oral language strategies

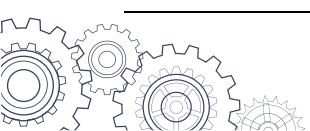




ENGLISH LANGUAGE ARTS

Creative Writing 10

	Explicit	Implicit
Big Ideas		<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:⇒ Oral texts include speeches, poems, plays, oral stories, and songs.⇒ Written texts include novels, articles, and short stories.⇒ Visual texts include posters, photographs, and other images.⇒ Digital texts include electronic forms of all of the above.⇒ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers. <p>Texts are socially, culturally, geographically, and historically constructed.</p>
Curricular Competencies	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p><i>story:</i></p> <ul style="list-style-type: none">⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. <p><i>oral traditions:</i></p> <ul style="list-style-type: none">⇒ the means by which culture is transmitted over generations other than through written records.⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.⇒ In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).⇒ The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.	<p>Explore how language constructs personal and cultural identities</p> <p>Identify bias, contradictions, and distortions</p> <p>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</p> <p><i>build shared understanding and extend thinking:</i></p> <ul style="list-style-type: none">⇒ listening to and receptively responding to feedback⇒ responding to others’ work with constructive feedback⇒ being open-minded to divergent viewpoints and perspectives⇒ asking questions to promote discussion⇒ inviting others to share their ideas⇒ being willing to support personal perspectives⇒ being willing to shift perspective <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p><i>acknowledgements and citations:</i></p> <ul style="list-style-type: none">⇒ includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge

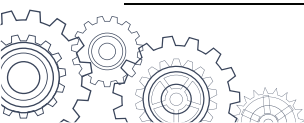




ENGLISH LANGUAGE ARTS

Creative Writing 10 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	Recognize and appreciate the diversity within and across First Peoples societies as represented in texts	
Content	narrative structures found in First Peoples texts <i>narrative structures found in First Peoples texts:</i> ⇒ (e.g., circular, iterative, cyclical) protocols related to ownership of First Peoples oral texts <i>protocols related to ownership of First Peoples oral texts:</i> ⇒ First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.	oral language strategies

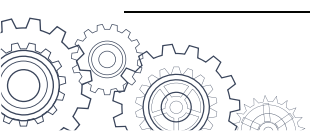




ENGLISH LANGUAGE ARTS

Literary Studies 10

	Explicit	Implicit
Big Ideas		<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:⇒ Oral texts include speeches, poems, plays, oral stories, and songs.⇒ Written texts include novels, articles, and short stories.⇒ Visual texts include posters, photographs, and other images.⇒ Digital texts include electronic forms of all of the above.⇒ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers. <p>People understand text differently depending on their world views and perspectives.</p> <p>Texts are socially, culturally, geographically, and historically constructed.</p>
Curricular Competencies	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p><i>story:</i></p> <ul style="list-style-type: none">⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. <p><i>oral traditions:</i></p> <ul style="list-style-type: none">⇒ the means by which culture is transmitted over generations other than through written records.⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.	<p>Recognize personal, social, and cultural contexts, as well as values and perspectives in texts</p> <p>Explore how language constructs personal and cultural identities</p> <p>Identify bias, contradictions, and distortions</p> <p>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</p> <p><i>build shared understanding and extend thinking:</i></p> <ul style="list-style-type: none">⇒ listening to and receptively responding to feedback⇒ responding to others’ work with constructive feedback⇒ being open-minded to divergent viewpoints and perspectives⇒ asking questions to promote discussion⇒ inviting others to share their ideas⇒ being willing to support personal perspectives⇒ being willing to shift perspective <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p><i>acknowledgements and citations:</i></p> <ul style="list-style-type: none">⇒ includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge

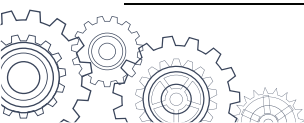




ENGLISH LANGUAGE ARTS

Literary Studies 10 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<div><p>⇒ <i>In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).</i></p><p>⇒ <i>The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</i></p><p>Recognize and appreciate the diversity within and across First Peoples societies as represented in texts</p></div>	
Content	<div><p>narrative structures found in First Peoples texts</p><p><i>narrative structures found in First Peoples texts:</i></p><p>⇒ <i>(e.g., circular, iterative, cyclical)</i></p><p>protocols related to ownership of First Peoples oral texts</p><p><i>protocols related to ownership of First Peoples oral texts:</i></p><p>⇒ <i>First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.</i></p></div>	<div><p>oral language strategies</p></div>

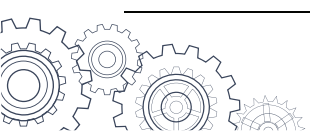


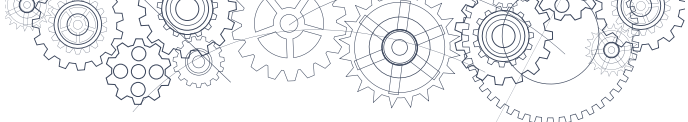


ENGLISH LANGUAGE ARTS

New Media 10

	Explicit	Implicit
Big Ideas		<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication.⇒ Oral texts include speeches, poems, plays, oral stories, and songs.⇒ Written texts include novels, articles, and short stories.⇒ Visual texts include posters, photographs, and other images.⇒ Digital texts include electronic forms of all of the above.⇒ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers. <p>People understand text differently depending on their world views and perspectives.</p> <p>Texts are socially, culturally, geographically, and historically constructed.</p>
Curricular Competencies	<p>Explore the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p><i>story:</i></p> <ul style="list-style-type: none">⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. <p><i>oral traditions:</i></p> <ul style="list-style-type: none">⇒ the means by which culture is transmitted over generations other than through written records.⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.	<p>Recognize personal, social, and cultural contexts, as well as values and perspectives in texts</p> <p>Explore how language constructs personal and cultural identities</p> <p>Identify bias, contradictions, and distortions</p> <p>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</p> <p><i>build shared understanding and extend thinking:</i></p> <ul style="list-style-type: none">⇒ listening to and receptively responding to feedback⇒ responding to others’ work with constructive feedback⇒ being open-minded to divergent viewpoints and perspectives⇒ asking questions to promote discussion⇒ inviting others to share their ideas⇒ being willing to support personal perspectives⇒ being willing to shift perspective <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p><i>acknowledgements and citations:</i></p> <ul style="list-style-type: none">⇒ includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge

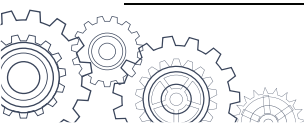




ENGLISH LANGUAGE ARTS

New Media 10 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<p>⇒ <i>In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).</i></p> <p>⇒ <i>The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</i></p> <p>Explore diversity within and across First Peoples societies as represented in new media and other texts</p>	
Content	<p>narrative structures found in First Peoples texts</p> <p><i>narrative structures found in First Peoples texts:</i></p> <p>⇒ <i>(e.g., circular, iterative, cyclical)</i></p> <p>protocols related to ownership of First Peoples oral texts</p> <p><i>protocols related to ownership of First Peoples oral texts:</i></p> <p>⇒ <i>First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.</i></p>	<p>oral language strategies</p>

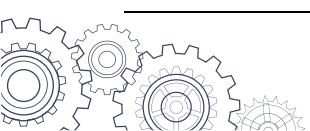




ENGLISH LANGUAGE ARTS

Spoken Language 10

	Explicit	Implicit
Big Ideas		<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:⇒ Oral texts include speeches, poems, plays, oral stories, and songs.⇒ Written texts include novels, articles, and short stories.⇒ Visual texts include posters, photographs, and other images.⇒ Digital texts include electronic forms of all of the above.⇒ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers. <p>People understand text differently depending on their world views and perspectives.</p> <p>Texts are socially, culturally, geographically, and historically constructed.</p>
Curricular Competencies	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p><i>story:</i></p> <ul style="list-style-type: none">⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. <p><i>oral traditions:</i></p> <ul style="list-style-type: none">⇒ the means by which culture is transmitted over generations other than through written records.⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.	<p>Explore the role of personal and social contexts, values and perspectives in texts</p> <p>Explore how language constructs personal and cultural identities</p> <p>Identify bias, contradictions, and distortions</p> <p>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</p> <p><i>build shared understanding and extend thinking:</i></p> <ul style="list-style-type: none">⇒ listening to and receptively responding to feedback⇒ responding to others’ work with constructive feedback⇒ being open-minded to divergent viewpoints and perspectives⇒ asking questions to promote discussion⇒ inviting others to share their ideas⇒ being willing to support personal perspectives⇒ being willing to shift perspective <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p><i>acknowledgements and citations:</i></p> <ul style="list-style-type: none">⇒ includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge

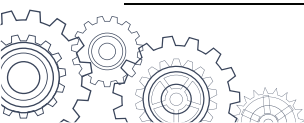




ENGLISH LANGUAGE ARTS

Spoken Language 10 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<p>⇒ <i>In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).</i></p> <p>⇒ <i>The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</i></p> <p>Recognize and appreciate the diversity within and across First Peoples societies as represented in new media and other texts</p>	
Content	<p>narrative structures found in First Peoples texts <i>narrative structures found in First Peoples texts:</i></p> <p>⇒ <i>(e.g., circular, iterative, cyclical)</i></p> <p>First Peoples oral traditions and oral texts <i>First Peoples oral traditions:</i></p> <p>⇒ <i>Oral traditions are the means by which cultural transmission occurs over generations other than through written records. Among First Peoples, oral traditions may consist of told stories, songs, and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations). They were integrated into every facet of life and were the basis of First Peoples education systems. They continue to endure in contemporary contexts. In Canadian law, First Peoples oral history is valid evidence of ownership of the land. The Supreme Court of Canada recognizes that First Peoples oral histories are as important as written documents in considering legal issues.</i></p> <p>protocols related to ownership of First Peoples oral texts <i>protocols related to ownership of First Peoples oral texts:</i></p> <p>⇒ <i>First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.</i></p>	<p>oral language strategies</p>





ENGLISH FIRST PEOPLES

Literary Studies 10

	Explicit	Implicit
Big Ideas	<p>First Peoples texts and stories provide insight into key aspects of Canada’s past, present, and future.</p> <p>Self-representation through authentic First Peoples text is a means to foster justice.</p> <p><i>authentic First Peoples text: a written, oral, visual, digital, or multimodal text that:</i></p> <ul style="list-style-type: none">⇒ <i>presents authentic First Peoples voices (i.e., historical or contemporary texts created by First Peoples, or created through the substantial contributions of First Peoples)</i>⇒ <i>depicts themes and issues important to First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)</i>⇒ <i>incorporates First Peoples storytelling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour)</i>⇒ <i>includes respectful portrayals or representation of First Peoples and their traditions and beliefs</i> <p>First Peoples texts play a role within the process of Reconciliation.</p> <p><i>Reconciliation:</i></p> <ul style="list-style-type: none">⇒ <i>the movement to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system</i>	<p>The exploration of text and story deepens understanding of one’s identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ <i>any type of oral, written, visual, or digital expression or communication:</i>⇒ <i>Visual texts include gestural and spatial components (as in dance) as well as images (some examples are posters, photographs, paintings, carvings, poles, textiles, regalia, and masks).</i>⇒ <i>Digital texts include electronic forms of oral, written, and visual expression.</i>⇒ <i>Multimodal texts include any combination of oral, written, visual, and/or digital elements and can be delivered via different media or technologies (some examples are dramatic presentations, web pages, music videos, online presentations, graphic novels, and close-captioned films).</i> <p><i>story:</i></p> <ul style="list-style-type: none">⇒ <i>a narrative text that shares ideas about human nature, motivation, behaviour, and experience. Stories can record history, reflect a personal journey, or explore identity. Stories can be oral, written, or visual, and used to instruct, inspire, and/or entertain listeners and readers.</i> <p>Texts are socially, culturally, geographically, and historically constructed.</p>
Curricular Competencies	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>Recognize and appreciate the diversity within and across First Peoples societies as represented in new media and other texts</p> <p>Recognize the impact of personal, social, and cultural identities in First Peoples texts</p> <p><i>the impact of personal, social, and cultural identities in First Peoples texts:</i></p> <ul style="list-style-type: none">⇒ <i>The complexities of First Peoples personal, social, and cultural identities are often explored in First Peoples texts.</i> <p>Assess the authenticity of First Peoples texts</p> <p>Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</p>	<p>Identify bias, contradictions, and distortions</p> <p>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</p> <p><i>build shared understanding and extend thinking:</i></p> <ul style="list-style-type: none">⇒ <i>listening to and receptively responding to feedback</i>⇒ <i>responding to others’ work with constructive feedback</i>⇒ <i>being open-minded to divergent viewpoints and perspectives</i>⇒ <i>asking questions to promote discussion</i>⇒ <i>inviting others to share their ideas</i>⇒ <i>being willing to support personal perspectives</i>⇒ <i>being willing to shift perspective</i> <p>Recognize intellectual property rights and community protocols and apply them as necessary</p>

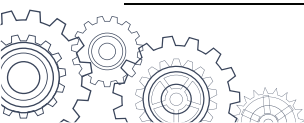




ENGLISH FIRST PEOPLES

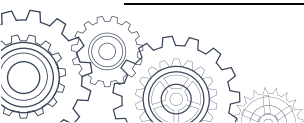
Literary Studies 10 (continued)

	Explicit	Implicit
Content	<p>common themes in First Peoples texts</p> <ul style="list-style-type: none">⇒ connection to the land⇒ the nature and place of spirituality as an aspect of wisdom⇒ the relationships between individual and community⇒ the importance of oral tradition⇒ the experience of colonization and decolonization⇒ loss of identity and affirmation of identity⇒ tradition⇒ healing⇒ role of family⇒ importance of Elders <p>reconciliation in Canada</p> <p>First Peoples oral traditions</p> <ul style="list-style-type: none">⇒ Oral traditions are the means by which cultural transmission occurs over generations, other than through written records. Among First Peoples, oral traditions may consist of told stories, songs, and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations). They were integrated into every facet of life and were the basis of First Peoples education systems. They continue to endure in contemporary contexts. <p>purposes of First Peoples oral texts</p> <p>protocols related to ownership and use of First Peoples oral texts</p> <ul style="list-style-type: none">⇒ Protocols are rules governing behaviour or interactions.⇒ Protocols can be general and apply to many First Peoples cultures, or specific to individual First Nations. <p>narrative structures, including those found in First Peoples texts</p> <ul style="list-style-type: none">⇒ for example, circular, iterative, cyclical	<p>oral language strategies</p> <p>literal and inferential meaning</p>





	Explicit	Implicit
Big Ideas	<p>The exploration of text and story deepens understanding of one’s identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ any type of oral, written, visual, or digital expression or communication:⇒ Visual texts include gestural and spatial components (as in dance) as well as images (some examples are posters, photographs, paintings, carvings, poles, textiles, regalia, and masks).⇒ Digital texts include electronic forms of oral, written, and visual expression.⇒ Multimodal texts include any combination of oral, written, visual, and/or digital elements and can be delivered via different media or technologies (some examples are dramatic presentations, web pages, music videos, online presentations, graphic novels, and close-captioned films). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ a narrative text that shares ideas about human nature, motivation, behaviour, and experience. Stories can record history, reflect a personal journey, or explore identity. Stories can be oral, written, or visual, and used to instruct, inspire, and/or entertain listeners and readers. <p>Texts are socially, culturally, geographically, and historically constructed.</p> <p>Self-representation through authentic First Peoples text is a means to foster justice.</p> <p><i>authentic First Peoples text: a written, oral, visual, digital, or multimodal text that:</i></p> <ul style="list-style-type: none">⇒ presents authentic First Peoples voices (i.e., historical or contemporary texts created by First Peoples, or created through the substantial contributions of First Peoples)⇒ depicts themes and issues important to First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)⇒ incorporates First Peoples storytelling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour)⇒ includes respectful portrayals or representation of First Peoples and their traditions and beliefs <p>Digital citizens have rights and responsibilities in an increasingly globalized society.</p>	

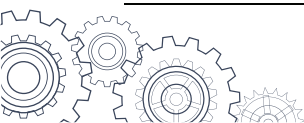




ENGLISH FIRST PEOPLES

New Media 10 (continued)

	Explicit	Implicit
Curricular Competencies	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>Recognize and appreciate the diversity within and across First Peoples societies as represented in new media and other texts</p> <p>Recognize and appreciate how different forms, structures, and features of texts reflect diverse purposes, audiences, and messages</p> <p>Explore the impact of personal and cultural contexts, values, and perspectives in texts</p> <p>Explore the authenticity of First Peoples new media texts</p> <p>Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</p>	<p>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</p> <p><i>build shared understanding and extend thinking:</i></p> <ul style="list-style-type: none">⇒ <i>listening to and receptively responding to feedback</i>⇒ <i>responding to others' work with constructive feedback</i>⇒ <i>being open-minded to divergent viewpoints and perspectives</i>⇒ <i>asking questions to promote discussion</i>⇒ <i>inviting others to share their ideas</i>⇒ <i>being willing to support personal perspectives</i>⇒ <i>being willing to shift perspective</i> <p>Recognize intellectual property rights and community protocols and apply them as necessary</p>
Content	<p>common themes in First Peoples texts</p> <ul style="list-style-type: none">⇒ <i>connection to the land</i>⇒ <i>the nature and place of spirituality as an aspect of wisdom</i>⇒ <i>the relationships between individual and community</i>⇒ <i>the importance of oral tradition</i>⇒ <i>the experience of colonization and decolonization</i>⇒ <i>loss of identity and affirmation of identity</i>⇒ <i>tradition</i>⇒ <i>healing</i>⇒ <i>role of family</i>⇒ <i>importance of Elders</i> <p>reconciliation in Canada</p> <p>First Peoples oral traditions</p> <ul style="list-style-type: none">⇒ <i>Oral traditions are the means by which cultural transmission occurs over generations, other than through written records. Among First Peoples, oral traditions may consist of told stories, songs, and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations). They were integrated into every facet of life and were the basis of First Peoples education systems. They continue to endure in contemporary contexts.</i> <p>purposes of First Peoples oral texts</p>	<p>oral language strategies</p>

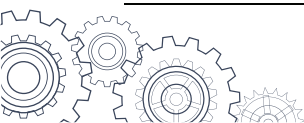




ENGLISH FIRST PEOPLES

New Media 10 (continued)

	Explicit	Implicit
Content (continued)	<p>protocols related to ownership and use of First Peoples oral texts</p> <p>⇒ <i>Protocols are rules governing behaviour or interactions.</i></p> <p>⇒ <i>Protocols can be general and apply to many First Peoples cultures, or specific to individual First Nations.</i></p> <p>narrative structures, including those found in First Peoples texts</p> <p>⇒ <i>for example, circular, iterative, cyclical</i></p>	





ENGLISH FIRST PEOPLES

Spoken Language 10

	Explicit	Implicit
Big Ideas	<p>The exploration of text and story deepens understanding of one’s identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ any type of oral, written, visual, or digital expression or communication:⇒ Visual texts include gestural and spatial components (as in dance) as well as images (some examples are posters, photographs, paintings, carvings, poles, textiles, regalia, and masks).⇒ Digital texts include electronic forms of oral, written, and visual expression.⇒ Multimodal texts include any combination of oral, written, visual, and/or digital elements and can be delivered via different media or technologies (some examples are dramatic presentations, web pages, music videos, online presentations, graphic novels, and close-captioned films). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ a narrative text that shares ideas about human nature, motivation, behaviour, and experience. Stories can record history, reflect a personal journey, or explore identity. Stories can be oral, written, or visual, and used to instruct, inspire, and/or entertain listeners and readers. <p>Voice is powerful and evocative.</p> <p>Texts are socially, culturally, geographically, and historically constructed.</p> <p>First Peoples oral text plays a role within the process of Reconciliation.</p> <ul style="list-style-type: none">⇒ The movement to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system.	
Curricular Competencies	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>Recognize and appreciate the diversity within and across First Peoples societies as represented in new media and other texts</p> <p>Recognize and appreciate how different forms, structures, and features of texts reflect diverse purposes, audiences, and messages</p> <p>Explore the impact of personal and cultural contexts, values, and perspectives in texts</p> <p>Recognize how language constructs and reflects personal and cultural identities</p> <ul style="list-style-type: none">⇒ A person’s sense of identity is a product of linguistic factors or constructs, including oral tradition, story, recorded history, and social media; voice; cultural aspects; literacy history; and linguistic background (English as first or additional language)	<p>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</p> <p><i>build shared understanding and extend thinking:</i></p> <ul style="list-style-type: none">⇒ listening to and receptively responding to feedback⇒ responding to others’ work with constructive feedback⇒ being open-minded to divergent viewpoints and perspectives⇒ asking questions to promote discussion⇒ inviting others to share their ideas⇒ being willing to support personal perspectives⇒ being willing to shift perspective <p>Recognize intellectual property rights and community protocols and apply them as necessary</p>

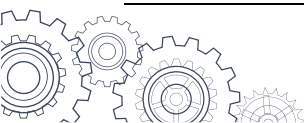




ENGLISH FIRST PEOPLES

Spoken Language 10 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<p>Explain the role of oral traditions in First Peoples cultures, in historical and contemporary contexts</p> <p>⇒ <i>The means by which cultural transmission occurs over generations, other than through written records; among First Peoples, oral traditions may consist of told stories, songs and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations). They were integrated into every facet of life and were the basis of First Peoples education systems. They continue to endure in contemporary contexts.</i></p> <p>Recognize the influence of land/place in First Peoples oral texts</p> <p>Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</p>	
Content	<p>common themes in First Peoples texts</p> <p>⇒ <i>connection to the land</i></p> <p>⇒ <i>the nature and place of spirituality as an aspect of wisdom</i></p> <p>⇒ <i>the relationships between individual and community</i></p> <p>⇒ <i>the importance of oral tradition</i></p> <p>⇒ <i>the experience of colonization and decolonization</i></p> <p>⇒ <i>loss of identity and affirmation of identity</i></p> <p>⇒ <i>tradition</i></p> <p>⇒ <i>healing</i></p> <p>⇒ <i>role of family</i></p> <p>⇒ <i>importance of Elders</i></p> <p>reconciliation in Canada</p> <p>First Peoples oral traditions</p> <p>⇒ <i>Oral traditions are the means by which cultural transmission occurs over generations, other than through written records. Among First Peoples, oral traditions may consist of told stories, songs, and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations). They were integrated into every facet of life and were the basis of First Peoples education systems. They continue to endure in contemporary contexts.</i></p>	<p>oral language strategies</p>

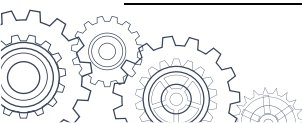




ENGLISH FIRST PEOPLES

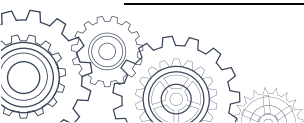
Spoken Language 10 (continued)

	Explicit	Implicit
Content (continued)	<p>purposes of First Peoples oral texts</p> <p>⇒ <i>listen to and comprehend a wide range of authentic First Peoples oral texts reflecting a variety of purposes, messages, and contexts, including texts relating to life lessons, individual and community responsibilities, rites of passage - family histories - creation stories - formal speeches</i></p> <p>a variety of First Peoples oral texts</p> <p>protocols related to ownership and use of First Peoples oral texts</p> <p>⇒ <i>Protocols are rules governing behaviour or interactions.</i></p> <p>⇒ <i>Protocols can be general and apply to many First Peoples cultures, or specific to individual First Nations.</i></p> <p>protocols related to the ownership and use of First Peoples oral texts</p> <p>⇒ <i>Stories often have protocols for when and where they can be shared, who owns them, and who can share them.</i></p> <p>acknowledgement of territory</p> <p>⇒ <i>students understand the protocols involved in the acknowledgment of traditional First Nations territory(ies)</i></p> <p>⇒ <i>students understand the purpose of acknowledgement of First Nations traditional territory(ies)</i></p> <p>narrative structures, including those found in First Peoples texts</p> <p>⇒ <i>for example, circular, iterative, cyclical</i></p>	<p>situating oneself in relation to others and place</p> <p>⇒ <i>relates to the concept that everything and everyone is connected</i></p> <p>⇒ <i>students understand the reason why it is common First Nations practice to introduce oneself by sharing family and place connections</i></p> <p>protocols</p>





	Explicit	Implicit
Big Ideas	<p>The exploration of text and story deepens understanding of one’s identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ any type of oral, written, visual, or digital expression or communication:⇒ Visual texts include gestural and spatial components (as in dance) as well as images (some examples are posters, photographs, paintings, carvings, poles, textiles, regalia, and masks).⇒ Digital texts include electronic forms of oral, written, and visual expression.⇒ Multimodal texts include any combination of oral, written, visual, and/or digital elements and can be delivered via different media or technologies (some examples are dramatic presentations, web pages, music videos, online presentations, graphic novels, and close-captioned films). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ a narrative text that shares ideas about human nature, motivation, behaviour, and experience. Stories can record history, reflect a personal journey, or explore identity. Stories can be oral, written, or visual, and used to instruct, inspire, and/or entertain listeners and readers. <p>Texts are socially, culturally, geographically, and historically constructed.</p> <p>Self-representation through authentic First Peoples text is a means to foster justice.</p> <p><i>authentic First Peoples text: a written, oral, visual, digital, or multimodal text that:</i></p> <ul style="list-style-type: none">⇒ presents authentic First Peoples voices (i.e., historical or contemporary texts created by First Peoples, or created through the substantial contributions of First Peoples)⇒ depicts themes and issues important to First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)⇒ incorporates First Peoples storytelling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour)⇒ includes respectful portrayals or representation of First Peoples and their traditions and beliefs <p>First Peoples oral text plays a role within the process of Reconciliation.</p> <ul style="list-style-type: none">⇒ The movement to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system.	

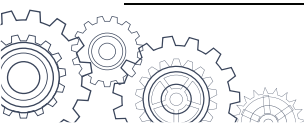




ENGLISH FIRST PEOPLES

Writing 10 (continued)

	Explicit	Implicit
Curricular Competencies	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>Recognize and appreciate the diversity within and across First Peoples societies as represented in new media and other texts</p> <p>Recognize and appreciate how different forms, structures, and features of texts reflect diverse purposes, audiences, and messages</p> <p>Explore how language constructs and reflects personal and cultural identities</p> <p>⇒ <i>A person’s sense of identity is a product of linguistic factors or constructs, including oral tradition, story, recorded history, and social media; voice; cultural aspects; literacy history; and linguistic background (English as first or additional language)</i></p> <p>Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</p>	<p>Identify bias, contradictions, and distortions</p> <p>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</p> <p>Recognize intellectual property rights and community protocols and apply them as necessary</p>
Content	<p>common themes in First Peoples texts</p> <p>⇒ <i>connection to the land</i></p> <p>⇒ <i>the nature and place of spirituality as an aspect of wisdom</i></p> <p>⇒ <i>the relationships between individual and community</i></p> <p>⇒ <i>the importance of oral tradition</i></p> <p>⇒ <i>the experience of colonization and decolonization</i></p> <p>⇒ <i>loss of identity and affirmation of identity</i></p> <p>⇒ <i>tradition</i></p> <p>⇒ <i>healing</i></p> <p>⇒ <i>role of family</i></p> <p>⇒ <i>importance of Elders</i></p> <p>reconciliation in Canada</p> <p>First Peoples oral traditions</p> <p>purposes of First Peoples oral texts</p> <p>protocols related to ownership and use of First Peoples oral texts</p> <p>⇒ <i>Stories often have protocols for when and where they can be shared, who owns them, and who can share them.</i></p>	<p>oral language strategies</p> <p>protocols</p> <p>⇒ <i>Protocols are rules governing behaviour or interactions.</i></p> <p>⇒ <i>Protocols can be general and apply to many First Peoples cultures, or specific to individual First Nations.</i></p>

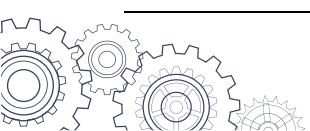




ENGLISH LANGUAGE ARTS

Composition 11

	Explicit	Implicit
Big Ideas		<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:⇒ Oral texts include speeches, poems, plays, oral stories, and songs.⇒ Written texts include novels, articles, and short stories.⇒ Visual texts include posters, photographs, and other images.⇒ Digital texts include electronic forms of all of the above.⇒ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers. <p>People understand text differently depending on their world views and perspectives.</p> <p>Texts are socially, culturally, geographically, and historically constructed.</p> <p>People are empowered by being able to communicate effectively.</p>
Curricular Competencies	<p>Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p><i>story:</i></p> <ul style="list-style-type: none">⇒ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. <p><i>oral traditions:</i></p> <ul style="list-style-type: none">⇒ the means by which culture is transmitted over generations other than through written records.⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.	<p>Recognize and identify the role of personal and social contexts, values and perspectives in texts</p> <p>Recognize and understand how language constructs personal and cultural identities</p> <p>Identify bias, contradictions, distortions, and omissions</p> <p>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</p> <p><i>Respectfully exchange ideas and viewpoints:</i></p> <ul style="list-style-type: none">⇒ using active listening skills and receptive body language, paraphrasing and building on others’ ideas, disagreeing respectfully, extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments), collaborating in large and small groups <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p><i>acknowledgements and citations:</i></p> <ul style="list-style-type: none">⇒ includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge





ENGLISH LANGUAGE ARTS

Composition 11 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<p>⇒ <i>In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).</i></p> <p>⇒ <i>The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</i></p> <p>Recognize and appreciate the diversity within and across First Peoples societies as represented in texts</p> <p>Understand the influence of land/place in First Peoples and other Canadian texts</p> <p><i>land/place:</i></p> <p>⇒ <i>refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity</i></p>	
Content	<p>narrative structures found in First Peoples texts</p> <p><i>narrative structures found in First Peoples texts:</i></p> <p>⇒ <i>(e.g., circular, iterative, cyclical)</i></p> <p>First Peoples oral traditions and oral texts</p> <p><i>First Peoples oral traditions:</i></p> <p>⇒ <i>Oral traditions are the means by which cultural transmission occurs over generations other than through written records. Among First Peoples, oral traditions may consist of told stories, songs, and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations). They were integrated into every facet of life and were the basis of First Peoples education systems. They continue to endure in contemporary contexts. In Canadian law, First Peoples oral history is valid evidence of ownership of the land. The Supreme Court of Canada recognizes that First Peoples oral histories are as important as written documents in considering legal issues.</i></p> <p>protocols related to ownership of First Peoples oral texts</p> <p><i>protocols related to ownership of First Peoples oral texts:</i></p> <p>⇒ <i>First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.</i></p>	<p>oral language strategies</p>

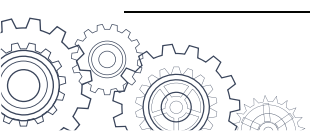




ENGLISH LANGUAGE ARTS

Creative Writing 11

	Explicit	Implicit
Big Ideas		<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p>⇒ <i>text:</i></p> <p>⇒ <i>“Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:</i></p> <p>⇒ <i>Oral texts include speeches, poems, plays, oral stories, and songs.</i></p> <p>⇒ <i>Written texts include novels, articles, and short stories.</i></p> <p>⇒ <i>Visual texts include posters, photographs, and other images.</i></p> <p>⇒ <i>Digital texts include electronic forms of all of the above.</i></p> <p>⇒ <i>Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).</i></p> <p><i>story:</i></p> <p>⇒ <i>Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers.</i></p> <p>Texts are socially, culturally, geographically, and historically constructed.</p>
Curricular Competencies	<p>Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p><i>oral traditions:</i></p> <p>⇒ <i>the means by which culture is transmitted over generations other than through written records.</i></p> <p>⇒ <i>Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.</i></p> <p>⇒ <i>In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).</i></p> <p>⇒ <i>The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</i></p> <p>Recognize and understand the diversity within and across First Peoples societies as represented in texts</p>	<p>Recognize and identify the role of personal and social contexts, values and perspectives in texts</p> <p>Recognize and understand how language constructs personal and cultural identities</p> <p>Identify bias, contradictions, distortions, and omissions</p> <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p><i>acknowledgements and citations:</i></p> <p>⇒ <i>includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge</i></p>

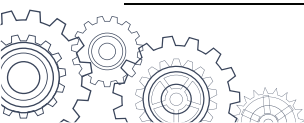




ENGLISH LANGUAGE ARTS

Creative Writing 11 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	Understand the influence of land/place in First Peoples and other Canadian texts <i>land/place:</i> ⇒ refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity	
Content	narrative structures found in First Peoples texts <i>narrative structures found in First Peoples texts:</i> ⇒ (e.g., circular, iterative, cyclical) protocols related to ownership of First Peoples oral texts <i>protocols related to ownership of First Peoples oral texts:</i> ⇒ First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them	oral language strategies

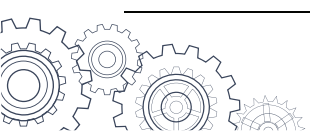




ENGLISH LANGUAGE ARTS

Literary Studies 11

	Explicit	Implicit
Big Ideas		<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:⇒ Oral texts include speeches, poems, plays, oral stories, and songs.⇒ Written texts include novels, articles, and short stories.⇒ Visual texts include posters, photographs, and other images.⇒ Digital texts include electronic forms of all of the above.⇒ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers. <p>People understand text differently depending on their worldviews and perspective. Texts are socially, culturally, geographically, and historically constructed.</p> <p>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p>
Curricular Competencies	<p>Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p><i>oral traditions:</i></p> <ul style="list-style-type: none">⇒ the means by which culture is transmitted over generations other than through written records.⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.⇒ In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).⇒ The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.	<p>Recognize and understand personal, social, and cultural contexts, values, and perspectives in texts, including culture, gender, sexual orientation, and socio-economic factors</p> <p><i>personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors:</i></p> <ul style="list-style-type: none">⇒ Students should be prompted to understand the influence of family, friends, community, education, spirituality/religion, gender identity, age, sexual orientation, land/place, settlement patterns, economic factors, political events (local and beyond), and colonial policies; to understand that authors write from a perspective influenced by such factors; and to understand the relationship between text and context. <p>Recognize and understand how language constructs personal, social and cultural identities</p> <p>Identify bias, contradictions, distortions, and omissions</p> <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p><i>acknowledgements and citations:</i></p> <ul style="list-style-type: none">⇒ includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge

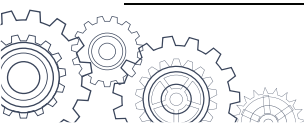




ENGLISH LANGUAGE ARTS

Literary Studies 11 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<p>Recognize and understand the diversity within and across First Peoples societies as represented in texts</p> <p>Understand the influence of land/place in First Peoples and other Canadian texts</p> <p><i>land/place:</i></p> <p>⇒ refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity</p>	
Content	<p>narrative structures found in First Peoples texts</p> <p><i>narrative structures found in First Peoples texts:</i></p> <p>⇒ (e.g., circular, iterative, cyclical)</p> <p>protocols related to ownership of First Peoples oral texts</p> <p><i>protocols related to ownership of First Peoples oral texts:</i></p> <p>⇒ First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.</p>	<p>oral language strategies</p>

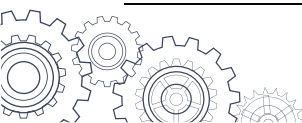




ENGLISH LANGUAGE ARTS

New Media 11

	Explicit	Implicit
Big Ideas		<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:⇒ Oral texts include speeches, poems, plays, oral stories, and songs.⇒ Written texts include novels, articles, and short stories.⇒ Visual texts include posters, photographs, and other images.⇒ Digital texts include electronic forms of all of the above.⇒ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers. <p>People understand text differently depending on their worldviews and perspective.</p> <p>Texts are socially, culturally, geographically, and historically constructed.</p>
Curricular Competencies	<p>Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p><i>oral traditions:</i></p> <ul style="list-style-type: none">⇒ the means by which culture is transmitted over generations other than through written records.⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.⇒ In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).⇒ The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system. <p>Recognize and understand the diversity within and across First Peoples societies as represented in texts</p>	<p>Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</p> <p>Recognize and understand how language constructs personal, social and cultural identities</p> <p>Identify bias, contradictions, distortions, and omissions</p> <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p><i>acknowledgements and citations:</i></p> <ul style="list-style-type: none">⇒ includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge

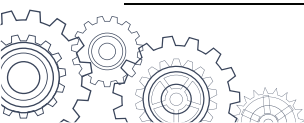




ENGLISH LANGUAGE ARTS

New Media 11 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<p>Recognize the influence of land/place in First Peoples and other Canadian texts</p> <p><i>land/place:</i></p> <p>⇒ <i>refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity</i></p>	
Content	<p>narrative structures found in First Peoples texts</p> <p><i>narrative structures found in First Peoples texts:</i></p> <p>⇒ <i>(e.g., circular, iterative, cyclical)</i></p> <p>protocols related to ownership of First Peoples oral texts</p> <p><i>protocols related to ownership of First Peoples oral texts:</i></p> <p>⇒ <i>First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.</i></p> <p>legal status of First Peoples oral tradition in Canada</p> <p><i>First Peoples oral tradition:</i></p> <p>⇒ <i>Oral traditions are the means by which cultural transmission occurs over generations, other than through written records. Among First Peoples, oral traditions may consist of told stories, songs, and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations). They were integrated into every facet of life and were the basis of First Peoples education systems. They continue to endure in contemporary contexts. In Canadian law, First Peoples oral history is valid evidence of ownership of the land. The Supreme Court of Canada recognizes that First Peoples oral histories are as important as written documents in considering legal issues.</i></p>	<p>oral language strategies</p>

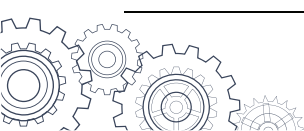




ENGLISH LANGUAGE ARTS

Spoken Language 11

	Explicit	Implicit
Big Ideas		<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:⇒ Oral texts include speeches, poems, plays, oral stories, and songs.⇒ Written texts include novels, articles, and short stories.⇒ Visual texts include posters, photographs, and other images.⇒ Digital texts include electronic forms of all of the above.⇒ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers. <p>People understand text differently depending on their worldviews and perspective.</p> <p>Texts are socially, culturally, geographically, and historically constructed.</p>
Curricular Competencies	<p>Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p><i>oral traditions:</i></p> <ul style="list-style-type: none">⇒ the means by which culture is transmitted over generations other than through written records.⇒ Among First Peoples, oral tradition may consist of told stories, songs, and other type of distilled wisdom or information, often complemented by dance of various forms of visual representation, such as carvings or masks.⇒ In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).⇒ The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system. <p>Recognize and understand the diversity within and across First Peoples societies as represented in texts</p>	<p>Recognize and understand how language constructs personal, social and cultural identities</p> <p>Identify bias, contradictions, distortions, and omissions</p> <p>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</p> <p><i>Respectfully exchange ideas and viewpoints:</i></p> <ul style="list-style-type: none">⇒ using active listening skills and receptive body language, paraphrasing and building on others’ ideas, disagreeing respectfully, extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments), collaborating in large and small groups <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p><i>acknowledgements and citations:</i></p> <ul style="list-style-type: none">⇒ includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge

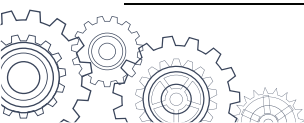




ENGLISH LANGUAGE ARTS

Spoken Language 11 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	Understand the influence of land/place in First Peoples and other Canadian texts <i>land/place:</i> ⇒ refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity	
Content	narrative structures found in First Peoples texts <i>narrative structures found in First Peoples texts:</i> ⇒ (e.g., circular, iterative, cyclical) protocols related to ownership of First Peoples oral texts <i>protocols related to ownership of First Peoples oral texts:</i> ⇒ First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.	oral language strategies

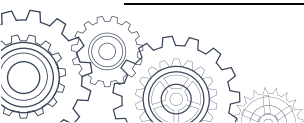




ENGLISH FIRST PEOPLES

Literary Studies and New Media 11

	Explicit	Implicit
Big Ideas	<p>The exploration of text and story deepens understanding of one’s identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ any type of oral, written, visual, or digital expression or communication:⇒ Visual texts include gestural and spatial components (as in dance) as well as images (some examples are posters, photographs, paintings, carvings, poles, textiles, regalia, and masks).⇒ Digital texts include electronic forms of oral, written, and visual expression.⇒ Multimodal texts include any combination of oral, written, visual, and/or digital elements and can be delivered via different media or technologies (some examples are dramatic presentations, web pages, music videos, online presentations, graphic novels, and close-captioned films). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ a narrative text that shares ideas about human nature, motivation, behaviour, and experience. Stories can record history, reflect a personal journey, or explore identity. Stories can be oral, written, or visual, and used to instruct, inspire, and/or entertain listeners and readers. <p>Texts are socially, culturally, geographically, and historically constructed.</p> <p>First Peoples texts and stories provide insight into key aspects of Canada’s past, present, and future.</p> <p>Self-representation through authentic First Peoples text is a means to foster justice.</p> <p><i>authentic First Peoples text: a written, oral, visual, digital, or multimodal text that:</i></p> <ul style="list-style-type: none">⇒ presents authentic First Peoples voices (i.e., historical or contemporary texts created by First Peoples, or created through the substantial contributions of First Peoples)⇒ depicts themes and issues important to First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)⇒ incorporates First Peoples storytelling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour)⇒ includes respectful portrayals or representation of First Peoples and their traditions and beliefs <p>First Peoples literature plays a role within the process of Reconciliation.</p> <ul style="list-style-type: none">⇒ The movement to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system.	<p>New media influence people’s understandings of community.</p>

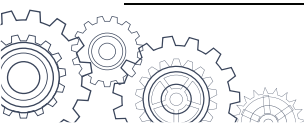




ENGLISH FIRST PEOPLES

Literary Studies and New Media 11 (continued)

	Explicit	Implicit
Curricular Competencies	<p>Demonstrate understanding of how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews</p> <p>Recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages</p> <p>⇒ <i>Students may consider the relationship between form and function (e.g., considering the role in various texts of elements such as negative space in graphic novels, advertisements on websites, lighting and camera angles in film and photography, use of music, paragraph length, line breaks in poetry, silence and intonation in spoken word, and use of colour).</i></p> <p>Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors</p> <p>⇒ <i>Students should be prompted to understand the influence of family, friends, community, education, spirituality/religion, gender identity, age, sexual orientation, land/place, settlement patterns, traditional First Peoples teachings, economic factors, political events (local and beyond), and colonial policies; to understand that authors write from a perspective influenced by such factors; and to understand the relationship between text and context.</i></p> <p>Demonstrate understanding of how language constructs and reflects personal, social, and cultural identities</p> <p>⇒ <i>A person's sense of identity is a product of linguistic factors or constructs, including oral tradition, story, recorded history, and social media; voice; cultural aspects; literacy history; linguistic background (English as first or additional language); and language as a system of meaning.</i></p> <p>⇒ <i>Students may consider register (jargon, colloquialisms, vernacular, dialects, accent, diction, slang).</i></p> <p>Recognize and understand the role of story and oral traditions in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>⇒ <i>Oral traditions are the means by which cultural transmission occurs over generations, other than through written records. Among First Peoples, oral traditions may consist of told stories, songs, and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations). They were integrated into every facet of life and were the basis of First Peoples education system. They continue to endure in contemporary contexts.</i></p> <p>Recognize and understand the diversity within and across First Peoples societies as represented in texts</p> <p>Assess the authenticity of First Peoples texts</p> <p>Recognize the influence of land/place in First Peoples texts</p> <p>⇒ <i>refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity</i></p>	<p>Identify bias, contradictions, and distortions</p> <p>Select and apply appropriate oral communication formats for intended purposes</p> <p>Understand intellectual property rights and community protocols and apply them as necessary</p>

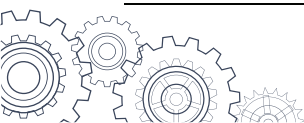




ENGLISH FIRST PEOPLES

Literary Studies and New Media 11 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<p>Recognize the influence of land/place in First Peoples oral and other texts</p> <p>⇒ refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity</p> <p>Demonstrate understanding of how new media affect First Peoples languages, cultures, and worldviews</p> <p>⇒ Students may examine how new media can increase cultural homogenization, inauthenticity in representation, and cultural appropriation, and at the same time increase opportunities for the revival of First Nations languages and social activism.</p> <p>Understand how new media impacts social activism</p> <p>⇒ Students may explore increased opportunities for Indigenous self-representation and social activism (e.g., Idle No More).</p> <p>Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</p>	
Content	<p>a wide variety of BC, Canadian, and global First Peoples texts</p> <p>common themes in First Peoples texts</p> <p>⇒ connection to the land</p> <p>⇒ the nature and place of spirituality as an aspect of wisdom</p> <p>⇒ the relationships between individual and community</p> <p>⇒ the importance of oral tradition</p> <p>⇒ the experience of colonization and decolonization</p> <p>⇒ loss of identity and affirmation of identity</p> <p>⇒ tradition</p> <p>⇒ healing</p> <p>⇒ role of family</p> <p>⇒ importance of Elders</p> <p>reconciliation in Canada</p> <p>First Peoples oral traditions</p> <p>the legal status of First Peoples oral traditions in Canada</p> <p>⇒ First Peoples oral histories are valid evidence of ownership of the land within Canadian law. The Supreme Court of Canada recognizes that First Peoples oral tradition is as important as written documents in considering legal issues. See resource disputes (e.g., Delgamuukw or Xeni Gwetin), treaties and title cases (e.g., Nisga'a), and environmental impact studies (e.g., Puntledge River Dam, Berger Inquiry).</p>	<p>features of oral language</p> <p>purposes of oral texts</p> <p>protocols</p> <p>⇒ Protocols are rules governing behaviour or interactions.</p> <p>⇒ Protocols can be general and apply to many First Peoples cultures, or specific to individual First Nations.</p> <p>situating oneself in relation to others and place</p> <p>⇒ relates to the concept that everything and everyone is connected</p> <p>⇒ Students understand why it is common First Nations practice to introduce oneself by sharing family and place connections.</p> <p>citations and acknowledgements</p> <p>⇒ formal acknowledgements of another person's work, idea, or intellectual property</p>

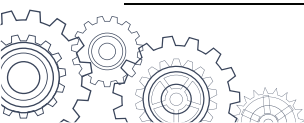




ENGLISH FIRST PEOPLES

Literary Studies and New Media 11 (continued)

	Explicit	Implicit
Content (continued)	<p>protocols related to ownership and use of First Peoples oral texts</p> <p>⇒ <i>Stories often have protocols for when and where they can be shared, who owns them, and who can share them.</i></p> <p>acknowledgement of territory</p> <p>⇒ <i>Students understand the protocols involved in the acknowledgement of traditional First Nations territories.</i></p> <p>⇒ <i>Students understand the purpose of acknowledgement of First Nations traditional territories.</i></p> <p>processes related to protocols and expectations when engaging with First Nations communities and Aboriginal organizations</p> <p>⇒ <i>Students understand the necessity of learning what protocols might govern interactions in First Nations communities and Aboriginal organizations.</i></p> <p>narrative structures, including those found in First Peoples texts</p> <p>⇒ <i>for example, circular, iterative, cyclical</i></p>	





ENGLISH FIRST PEOPLES

Literary Studies and Spoken Language 11

	Explicit	Implicit
Big Ideas	<p>The exploration of text and story deepens understanding of one’s identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ any type of oral, written, visual, or digital expression or communication:⇒ Visual texts include gestural and spatial components (as in dance) as well as images (some examples are posters, photographs, paintings, carvings, poles, textiles, regalia, and masks).⇒ Digital texts include electronic forms of oral, written, and visual expression.⇒ Multimodal texts include any combination of oral, written, visual, and/or digital elements and can be delivered via different media or technologies (some examples are dramatic presentations, web pages, music videos, online presentations, graphic novels, and close-captioned films). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ a narrative text that shares ideas about human nature, motivation, behaviour, and experience. Stories can record history, reflect a personal journey, or explore identity. Stories can be oral, written, or visual, and used to instruct, inspire, and/or entertain listeners and readers. <p>First Peoples texts and stories provide insight into key aspects of Canada’s past, present, and future.</p> <p>Voice is powerful and evocative.</p> <p>Oral and other texts are socially, culturally, geographically, and historically constructed.</p> <p>First Peoples oral text plays a role within the process of Reconciliation.</p> <ul style="list-style-type: none">⇒ The movement to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system. <p>Self-representation through authentic First Peoples text is a means to foster justice.</p> <p><i>authentic First Peoples text: a written, oral, visual, digital, or multimodal text that:</i></p> <ul style="list-style-type: none">⇒ presents authentic First Peoples voices (i.e., historical or contemporary texts created by First Peoples, or created through the substantial contributions of First Peoples)⇒ depicts themes and issues important to First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)⇒ incorporates First Peoples storytelling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour)⇒ includes respectful portrayals or representation of First Peoples and their traditions and beliefs	





ENGLISH FIRST PEOPLES

Literary Studies and Spoken Language 11 (continued)

	Explicit	Implicit
Curricular Competencies	<p>Demonstrate understanding of how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews</p> <p>Demonstrate understanding of how language constructs and reflects personal, social, and cultural identities</p> <ul style="list-style-type: none">⇒ A person’s sense of identity is a product of linguistic factors or constructs, including oral tradition, story, recorded history, and social media; voice; cultural aspects; literacy history; linguistic background (English as first or additional language); and language as a system of meaning.⇒ Students may consider register (jargon, colloquialisms, vernacular, dialects, accent, diction, slang). <p>Recognize and understand the roles of story and oral traditions in expressing First Peoples perspectives, values, beliefs, and points of view</p> <ul style="list-style-type: none">⇒ Oral traditions are the means by which cultural transmission occurs over generations, other than through written records. Among First Peoples, oral traditions may consist of told stories, songs, and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations). They were integrated into every facet of life and were the basis of First Peoples education system. They continue to endure in contemporary contexts. <p>Recognize and understand the diversity within and across First Peoples societies as represented in texts</p> <p>Assess the authenticity of First Peoples texts</p> <p>Understand the influence of land/place in First Peoples oral and other texts</p> <ul style="list-style-type: none">⇒ refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity <p>Select and apply appropriate spoken language formats for intended purposes</p> <p>Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</p>	<p>Identify bias, contradictions, and distortions</p> <p>Assess and refine oral and other texts to improve clarity, effectiveness, and impact</p> <ul style="list-style-type: none">⇒ creatively and critically manipulating language for a desired effect⇒ consciously and purposefully making intentional stylistic choices (e.g., using sentence fragments or inverted syntax for emphasis or impact)⇒ using techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, maintaining parallelism, adding modifiers, varying sentence types⇒ using strategies associated with oral texts, such as the conscious use of emotion, pauses, inflection, silence, and emphasis⇒ rehearsing with the help of a constructively critical listener, a mirror, and/or audiovisual recording <p>Understand intellectual property rights and community protocols and apply them as necessary</p>

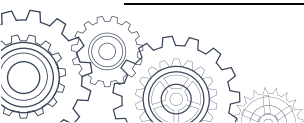




ENGLISH FIRST PEOPLES

Literary Studies and Spoken Language 11 (continued)

	Explicit	Implicit
Content	<p>common themes in First Peoples texts</p> <ul style="list-style-type: none">⇒ connection to the land⇒ the nature and place of spirituality as an aspect of wisdom⇒ the relationships between individual and community⇒ the importance of oral tradition⇒ the experience of colonization and decolonization⇒ loss of identity and affirmation of identity⇒ tradition⇒ healing⇒ role of family⇒ importance of Elders <p>reconciliation in Canada</p> <p>First Peoples oral traditions</p> <p>the legal status of First Peoples oral traditions in Canada</p> <ul style="list-style-type: none">⇒ First Peoples oral histories are valid evidence of ownership of the land within Canadian law. The Supreme Court of Canada recognizes that First Peoples oral tradition is as important as written documents in considering legal issues. See resource disputes (e.g., Delgamuukw or Xenigwetin), treaties and title cases (e.g., Nisga'a), and environmental impact studies (e.g., Puntledge River Dam, Berger Inquiry). <p>the relationship between oral tradition and land/place</p> <p>protocols related to ownership and use of First Peoples oral texts</p> <ul style="list-style-type: none">⇒ Stories often have protocols for when and where they can be shared, who owns them, and who can share them. <p>acknowledgement of territory</p> <ul style="list-style-type: none">⇒ Students understand the protocols involved in the acknowledgement of traditional First Nations territories.⇒ Students understand the purpose of acknowledgement of First Nations traditional territories. <p>processes related to protocols and expectations when engaging with First Nations communities and Aboriginal organizations</p> <ul style="list-style-type: none">⇒ Students understand the necessity of learning what protocols might govern interactions in First Nations communities and Aboriginal organizations. <p>narrative structures, including those found in First Peoples texts</p> <ul style="list-style-type: none">⇒ for example, circular, iterative, cyclical	<p>presentation and performance strategies</p> <p>features of oral language</p> <p>purposes of oral texts</p> <p>protocols</p> <ul style="list-style-type: none">⇒ Protocols are rules governing behaviour or interactions.⇒ Protocols can be general and apply to many First Peoples cultures, or specific to individual First Nations. <p>situating oneself in relation to others and place</p> <ul style="list-style-type: none">⇒ relates to the concept that everything and everyone is connected⇒ Students understand why it is common First Nations practice to introduce oneself by sharing family and place connections. <p>form, function, and genre of oral and other texts</p> <ul style="list-style-type: none">⇒ the intended purpose of a text <p>oral storytelling techniques</p> <ul style="list-style-type: none">⇒ creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller's natural voice from the characters' voices, presenting the story efficiently, keeping the listener's interest throughout, using an expanding repertoire of techniques to enhance audience experience <p>citations and acknowledgements</p> <ul style="list-style-type: none">⇒ formal acknowledgements of another person's work, idea, or intellectual property

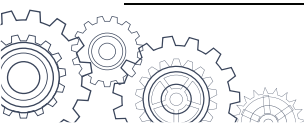




ENGLISH FIRST PEOPLES

Literary Studies and Writing 11

	Explicit	Implicit
Big Ideas	<p>The exploration of text and story deepens understanding of one’s identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ any type of oral, written, visual, or digital expression or communication:⇒ Visual texts include gestural and spatial components (as in dance) as well as images (some examples are posters, photographs, paintings, carvings, poles, textiles, regalia, and masks).⇒ Digital texts include electronic forms of oral, written, and visual expression.⇒ Multimodal texts include any combination of oral, written, visual, and/or digital elements and can be delivered via different media or technologies (some examples are dramatic presentations, web pages, music videos, online presentations, graphic novels, and close-captioned films). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ a narrative text that shares ideas about human nature, motivation, behaviour, and experience. Stories can record history, reflect a personal journey, or explore identity. Stories can be oral, written, or visual, and used to instruct, inspire, and/or entertain listeners and readers. <p>First Peoples texts and stories provide insight into key aspects of Canada’s past, present, and future.</p> <p>First Peoples literature plays a role within the process of Reconciliation.</p> <ul style="list-style-type: none">⇒ The movement to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system. <p>People understand text differently depending on their worldviews and perspectives.</p> <p>Texts are socially, culturally, geographically, and historically constructed.</p> <p>Self-representation through authentic First Peoples text is a means to foster justice.</p> <p><i>authentic First Peoples text: a written, oral, visual, digital, or multimodal text that:</i></p> <ul style="list-style-type: none">⇒ presents authentic First Peoples voices (i.e., historical or contemporary texts created by First Peoples, or created through the substantial contributions of First Peoples)⇒ depicts themes and issues important to First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)⇒ incorporates First Peoples storytelling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour)⇒ includes respectful portrayals or representation of First Peoples and their traditions and beliefs	

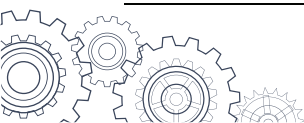




ENGLISH FIRST PEOPLES

Literary Studies and Writing 11 (continued)

	Explicit	Implicit
Curricular Competencies	<p>Demonstrate understanding of how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews</p> <p>Recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages</p> <p>⇒ <i>Students may consider the relationship between form and function (e.g., considering the role in various texts of elements such as negative space in graphic novels, advertisements on websites, lighting and camera angles in film and photography, use of music, paragraph length, line breaks in poetry, silence and intonation in spoken word, and use of colour).</i></p> <p>Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors</p> <p>⇒ <i>Students should be prompted to understand the influence of family, friends, community, education, spirituality/religion, gender identity, age, sexual orientation, land/place, settlement patterns, traditional First Peoples teachings, economic factors, political events (local and beyond), and colonial policies; to understand that authors write from a perspective influenced by such factors; and to understand the relationship between text and context.</i></p> <p>Recognize and understand the role of story and oral traditions in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>⇒ <i>Oral traditions are the means by which cultural transmission occurs over generations, other than through written records. Among First Peoples, oral traditions may consist of told stories, songs, and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations). They were integrated into every facet of life and were the basis of First Peoples education system. They continue to endure in contemporary contexts.</i></p> <p>Recognize and understand the diversity within and across First Peoples societies as represented in texts</p> <p>Assess the authenticity of First Peoples texts</p> <p>Understand the influence of land/place in First Peoples texts</p> <p>⇒ <i>refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity</i></p> <p>Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</p>	<p>Identify bias, contradictions, and distortions</p> <p>Understand intellectual property rights and community protocols and apply them as necessary</p>

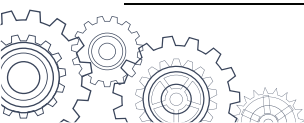




ENGLISH FIRST PEOPLES

Literary Studies and Writing 11 (continued)

	Explicit	Implicit
Content	<p>a wide variety of BC, Canadian, and global First Peoples texts</p> <p>common themes in First Peoples texts</p> <ul style="list-style-type: none">⇒ connection to the land⇒ the nature and place of spirituality as an aspect of wisdom⇒ the relationships between individual and community⇒ the importance of oral tradition⇒ the experience of colonization and decolonization⇒ loss of identity and affirmation of identity⇒ tradition⇒ healing⇒ role of family⇒ importance of Elders <p>reconciliation in Canada</p> <p>First Peoples oral traditions</p> <p>the legal status of First Peoples oral traditions in Canada</p> <ul style="list-style-type: none">⇒ First Peoples oral histories are valid evidence of ownership of the land within Canadian law. The Supreme Court of Canada recognizes that First Peoples oral tradition is as important as written documents in considering legal issues. See resource disputes (e.g., Delgamuukw or Xenj Gwetin), treaties and title cases (e.g., Nisga'a), and environmental impact studies (e.g., Puntledge River Dam, Berger Inquiry). <p>protocols related to ownership and use of First Peoples oral texts</p> <ul style="list-style-type: none">⇒ Stories often have protocols for when and where they can be shared, who owns them, and who can share them. <p>acknowledgement of territory</p> <ul style="list-style-type: none">⇒ Students understand the protocols involved in the acknowledgement of traditional First Nations territories.⇒ Students understand the purpose of acknowledgement of First Nations traditional territories.	<p>features of oral language</p> <p>purposes of oral texts</p> <p>the relationship between oral tradition and land/place</p> <p>protocols</p> <ul style="list-style-type: none">⇒ Protocols are rules governing behaviour or interactions.⇒ Protocols can be general and apply to many First Peoples cultures, or specific to individual First Nations. <p>situating oneself in relation to others and place</p> <ul style="list-style-type: none">⇒ relates to the concept that everything and everyone is connected⇒ Students understand why it is common First Nations practice to introduce oneself by sharing family and place connections. <p>citations and acknowledgements</p> <ul style="list-style-type: none">⇒ formal acknowledgements of another person's work, idea, or intellectual property





ENGLISH LANGUAGE ARTS

Composition 12

	Explicit	Implicit
Big Ideas		<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:⇒ Oral texts include speeches, poems, plays, oral stories, and songs.⇒ Written texts include novels, articles, and short stories.⇒ Visual texts include posters, photographs, and other images.⇒ Digital texts include electronic forms of all of the above.⇒ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers. <p>People understand text differently depending on their world views and perspectives.</p> <p>Texts are socially, culturally, geographically, and historically constructed.</p>
Curricular Competencies	<p>Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>Understand the diversity within and across First Peoples societies as represented in texts</p> <p>Understand the influence of land/place in First Peoples and other Canadian texts</p> <p><i>land/place:</i></p> <ul style="list-style-type: none">⇒ refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity <p>arrative structures found in First Peoples texts</p> <p><i>narrative structures found in First Peoples texts:</i></p> <ul style="list-style-type: none">⇒ (e.g., circular, iterative, cyclical) <p>protocols related to ownership of First Peoples oral texts</p> <p><i>protocols related to ownership of First Peoples oral texts:</i></p> <ul style="list-style-type: none">⇒ First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.	<p>Identify and understand the role of personal and social contexts, values and perspectives in texts</p> <p>Appreciate and understand how language constructs personal and cultural identities</p> <p>Identify bias, contradictions, distortions, and omissions</p> <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p><i>acknowledgements and citations:</i></p> <ul style="list-style-type: none">⇒ includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge <p>oral language strategies</p>

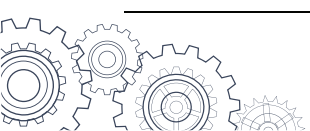




ENGLISH LANGUAGE ARTS

Creative Writing 12

	Explicit	Implicit
Big Ideas		<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:⇒ Oral texts include speeches, poems, plays, oral stories, and songs.⇒ Written texts include novels, articles, and short stories.⇒ Visual texts include posters, photographs, and other images.⇒ Digital texts include electronic forms of all of the above.⇒ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers. <p>People understand text differently depending on their world views and perspectives. Texts are socially, culturally, geographically, and historically constructed.</p>
Curricular Competencies	<p>Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>Understand the diversity within and across First Peoples societies as represented in texts</p> <p>Understand the influence of land/place in First Peoples and other Canadian texts</p> <p><i>land/place:</i></p> <ul style="list-style-type: none">⇒ refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity	<p>Identify and understand the role of personal and social contexts, values and perspectives in texts</p> <p>Understand and appreciate how language constructs personal and cultural identities</p> <p>Select and apply an appropriate spoken language format for an intended purpose</p> <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p><i>acknowledgements and citations:</i></p> <ul style="list-style-type: none">⇒ includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge
Content	<p>narrative structures found in First Peoples texts</p> <p><i>narrative structures found in First Peoples texts:</i></p> <ul style="list-style-type: none">⇒ (e.g., circular, iterative, cyclical) <p>protocols related to ownership of First Peoples oral texts</p> <p><i>protocols related to ownership of First Peoples oral texts:</i></p> <ul style="list-style-type: none">⇒ First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.	<p>oral language strategies</p> <ul style="list-style-type: none">⇒ includes speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing

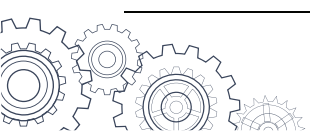




ENGLISH LANGUAGE ARTS

English Studies 12

	Explicit	Implicit
Big Ideas	<p>The examination of First Peoples cultures and lived experiences through text builds understanding of Canadians’ responsibilities in relation to Reconciliation.</p>	<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p>text:</p> <ul style="list-style-type: none">⇒ “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:⇒ Oral texts include speeches, poems, plays, oral stories, and songs.⇒ Written texts include novels, articles, and short stories.⇒ Visual texts include posters, photographs, and other images.⇒ Digital texts include electronic forms of all of the above.⇒ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p>story:</p> <ul style="list-style-type: none">⇒ Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers. <p>People understand text differently depending on their world views and perspectives. Texts are socially, culturally, geographically, and historically constructed.</p>
Curricular Competencies	<p>Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>Understand the diversity within and across First Peoples societies as represented in texts</p> <p>Understand the influence of land/place in First Peoples and other Canadian texts</p> <p>land/place:</p> <ul style="list-style-type: none">⇒ refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity	<p>Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts</p> <p>Understand and appreciate how language constructs personal, social and cultural identities</p> <p>Select and apply an appropriate spoken language format for an intended purpose</p> <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p>acknowledgements and citations:</p> <ul style="list-style-type: none">⇒ includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge
Content	<p>narrative structures found in First Peoples texts</p> <p>narrative structures found in First Peoples texts:</p> <ul style="list-style-type: none">⇒ (e.g., circular, iterative, cyclical) <p>protocols related to ownership of First Peoples oral texts</p> <p>protocols related to ownership of First Peoples oral texts:</p> <ul style="list-style-type: none">⇒ First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.	<p>oral language strategies</p> <ul style="list-style-type: none">⇒ includes speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing

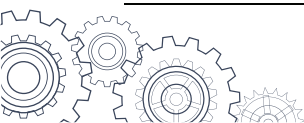




ENGLISH LANGUAGE ARTS

Literary Studies 12

	Explicit	Implicit
Big Ideas		<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:⇒ Oral texts include speeches, poems, plays, oral stories, and songs.⇒ Written texts include novels, articles, and short stories.⇒ Visual texts include posters, photographs, and other images.⇒ Digital texts include electronic forms of all of the above.⇒ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers. <p>People understand text differently depending on their world views and perspectives.</p> <p>Texts are socially, culturally, geographically, and historically constructed.</p>
Curricular Competencies	<p>Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>Understand the diversity within and across First Peoples societies as represented in texts</p> <p>Understand the influence of land/place in First Peoples and other Canadian texts</p> <p><i>land/place:</i></p> <ul style="list-style-type: none">⇒ refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity	<p>Recognize and analyse personal, social, and cultural contexts, values, and perspectives in texts, including culture, gender, sexual orientation, and socio-economic status</p> <p>Appreciate and understand how language constructs personal, social and cultural identities</p> <p>Discern nuances in the meanings of words, considering social, political, historical, and literary contexts</p> <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p><i>acknowledgements and citations:</i></p> <ul style="list-style-type: none">⇒ includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge

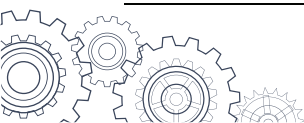




ENGLISH LANGUAGE ARTS

Literary Studies 12 (continued)

	Explicit	Implicit
Content	<p>appropriation and reclamation</p> <p>narrative structures found in First Peoples texts</p> <p><i>narrative structures found in First Peoples texts:</i></p> <p>⇒ (e.g., circular, iterative, cyclical)</p> <p>protocols related to ownership of First Peoples oral texts</p> <p><i>protocols related to ownership of First Peoples oral texts:</i></p> <p>⇒ First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.</p>	<p>oral language strategies</p> <p>⇒ includes speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing</p>

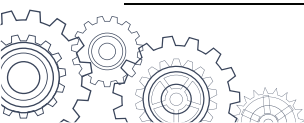


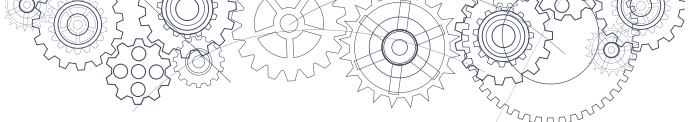


ENGLISH LANGUAGE ARTS

New Media 12

	Explicit	Implicit
Big Ideas		<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:⇒ Oral texts include speeches, poems, plays, oral stories, and songs.⇒ Written texts include novels, articles, and short stories.⇒ Visual texts include posters, photographs, and other images.⇒ Digital texts include electronic forms of all of the above.⇒ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers. <p>People understand text differently depending on their world views and perspectives.</p> <p>Texts are socially, culturally, geographically, and historically constructed.</p>
Curricular Competencies	<p>narrative structures found in First Peoples texts</p> <p><i>narrative structures found in First Peoples texts:</i></p> <ul style="list-style-type: none">⇒ (e.g., circular, iterative, cyclical) <p>protocols related to ownership of First Peoples oral texts</p> <p><i>protocols related to ownership of First Peoples oral texts:</i></p> <ul style="list-style-type: none">⇒ First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.	<p>Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts</p> <p>Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors</p> <p>Appreciate and understand how language constructs personal, social and cultural identities</p> <p>Discern nuances in the meanings of words, considering social, political, historical, and literary contexts</p> <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p><i>acknowledgements and citations:</i></p> <ul style="list-style-type: none">⇒ includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge

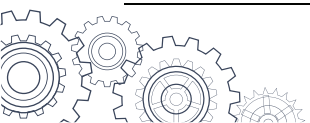




ENGLISH LANGUAGE ARTS

New Media 12 (continued)

	Explicit	Implicit
Content	<p>appropriation and reclamation</p> <p>narrative structures found in First Peoples texts</p> <p><i>narrative structures found in First Peoples texts:</i></p> <p>⇒ (e.g., circular, iterative, cyclical)</p> <p>protocols related to ownership of First Peoples oral texts</p> <p><i>protocols related to ownership of First Peoples oral texts:</i></p> <p>⇒ First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.</p>	<p>oral language strategies</p> <p>⇒ includes speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing</p>

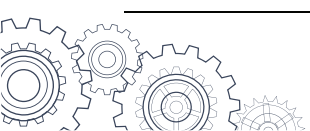




ENGLISH LANGUAGE ARTS

Spoken Language 12

	Explicit	Implicit
Big Ideas		<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:⇒ Oral texts include speeches, poems, plays, oral stories, and songs.⇒ Written texts include novels, articles, and short stories.⇒ Visual texts include posters, photographs, and other images.⇒ Digital texts include electronic forms of all of the above.⇒ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers. <p>People understand text differently depending on their world views and perspectives.</p> <p>Texts are socially, culturally, geographically, and historically constructed.</p>
Curricular Competencies	<p>Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>Understand the diversity within and across First Peoples societies as represented in texts</p> <p>Understand the influence of land/place in First Peoples and other Canadian texts</p> <p><i>land/place:</i></p> <ul style="list-style-type: none">⇒ refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity	<p>Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts</p> <p>Appreciate and understand how language constructs personal, social and cultural identities</p> <p>Select and apply appropriate spoken language formats for an intended purpose</p> <p>Use acknowledgements and citations to recognize intellectual property rights</p> <p><i>acknowledgements and citations:</i></p> <ul style="list-style-type: none">⇒ includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge

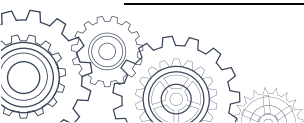




ENGLISH LANGUAGE ARTS

Spoken Language 12 (continued)

	Explicit	Implicit
Content	<p>narrative structures found in First Peoples texts <i>narrative structures found in First Peoples texts:</i></p> <p>⇒ (e.g., circular, iterative, cyclical)</p> <p>issues related to the ownership of First Peoples oral texts and protocols for their use <i>First Peoples oral texts:</i></p> <p>⇒ Listen to and comprehend a wide range of authentic First Peoples oral texts reflecting a variety of purposes, messages, and contexts, including texts relating to life lessons, individual and community responsibilities (rites of passage, family histories, creation stories, formal speeches).</p> <p><i>protocols:</i></p> <p>⇒ First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them because they are told by many people and passed down through generations. There are no recognized authors.</p> <p>the legal status of First Peoples oral tradition in Canada <i>First Peoples oral tradition:</i></p> <p>⇒ In Canadian law, First Peoples oral history is valid evidence of ownership of the land.</p> <p>⇒ The Supreme Court of Canada recognizes that First Peoples oral tradition is as important as written documents</p>	<p>oral language strategies</p>

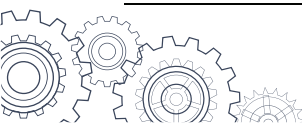




ENGLISH FIRST PEOPLES

English First Peoples 12

	Explicit	Implicit
Big Ideas	<p>The exploration of text and story deepens understanding of one’s identity, others, and the world.</p> <p><i>text:</i></p> <ul style="list-style-type: none">⇒ any type of oral, written, visual, or digital expression or communication:⇒ Visual texts include gestural and spatial components (as in dance) as well as images (some examples are posters, photographs, paintings, carvings, poles, textiles, regalia, and masks).⇒ Digital texts include electronic forms of oral, written, and visual expression.⇒ Multimodal texts include any combination of oral, written, visual, and/or digital elements and can be delivered via different media or technologies (some examples are dramatic presentations, web pages, music videos, online presentations, graphic novels, and close-captioned films). <p><i>story:</i></p> <ul style="list-style-type: none">⇒ a narrative text that shares ideas about human nature, motivation, behaviour, and experience. Stories can record history, reflect a personal journey, or explore identity. Stories can be oral, written, or visual, and used to instruct, inspire, and/or entertain listeners and readers. <p>Oral and other texts are socially, culturally, geographically, and historically constructed.</p> <p>Voice is powerful and evocative.</p> <p>First Peoples texts and stories provide insight into key aspects of Canada’s past, present, and future.</p> <p>Self-representation through authentic First Peoples text is a means to foster justice.</p> <p><i>authentic First Peoples text: a written, oral, visual, digital, or multimodal text that:</i></p> <ul style="list-style-type: none">⇒ presents authentic First Peoples voices (i.e., historical or contemporary texts created by First Peoples, or created through the substantial contributions of First Peoples)⇒ depicts themes and issues important to First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)⇒ incorporates First Peoples storytelling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour)⇒ includes respectful portrayals or representation of First Peoples and their traditions and beliefs <p>First Peoples literature plays a role within the process of Reconciliation.</p> <ul style="list-style-type: none">⇒ The movement to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system.	

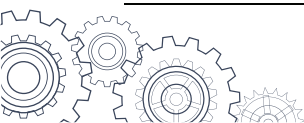




ENGLISH FIRST PEOPLES

English First Peoples 12 (continued)

	Explicit	Implicit
Curricular Competencies	<p>Analyze how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews</p> <p>Analyze how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages</p> <p>⇒ <i>Students may consider the relationship between form and function (e.g., considering the role in various texts of elements such as negative space in graphic novels, advertisements on websites, lighting and camera angles in film and photography, use of music, paragraph length, line breaks in poetry, silence and intonation in spoken word, and use of colour).</i></p> <p>Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors</p> <p>⇒ <i>Students should be prompted to understand the influence of family, friends, community, education, spirituality/religion, gender identity, age, sexual orientation, land/place, settlement patterns, traditional First Peoples teachings, economic factors, political events (local and beyond), and colonial policies; to understand that authors write from a perspective influenced by such factors; and to understand the relationship between text and context.</i></p> <p>Appreciate and understand how language constructs and reflects personal, social, and cultural identities</p> <p>⇒ <i>A person's sense of identity is a product of linguistic factors or constructs, including oral tradition, story, recorded history, and social media; voice; cultural aspects; literacy history; linguistic background (English as first or additional language); and language as a system of meaning.</i></p> <p>⇒ <i>Students may consider register (jargon, colloquialisms, vernacular, dialects, accent, diction, slang).</i></p> <p>Demonstrate understanding of the role of story and oral traditions in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>⇒ <i>Oral traditions are the means by which cultural transmission occurs over generations, other than through written records. Among First Peoples, oral traditions may consist of told stories, songs, and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations). They were integrated into every facet of life and were the basis of First Peoples education system. They continue to endure in contemporary contexts.</i></p> <p>Analyze the diversity within and across First Peoples societies as represented in texts</p> <p>Assess the authenticity of First Peoples texts</p> <p>Analyze the influence of land/place in First Peoples texts</p> <p>⇒ <i>refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity</i></p>	<p>Identify bias, contradictions, and distortions</p> <p>Recognize intellectual property rights and community protocols and apply them as necessary</p>

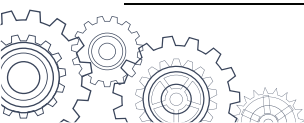




ENGLISH FIRST PEOPLES

English First Peoples 12 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<p>Examine the significance of terms/words from First Peoples languages used in English texts</p> <p>Discern nuances in the meanings of words, considering social, political, historical, and literary contexts</p> <p>Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</p>	
Content	<p>a wide variety of BC, Canadian, and global First Peoples texts</p> <p>common themes in First Peoples texts</p> <ul style="list-style-type: none">⇒ connection to the land⇒ the nature and place of spirituality as an aspect of wisdom⇒ the relationships between individual and community⇒ the importance of oral tradition⇒ the experience of colonization and decolonization⇒ loss of identity and affirmation of identity⇒ tradition⇒ healing⇒ role of family⇒ importance of Elders <p>Reconciliation in Canada</p> <p>First Peoples oral traditions</p> <p>the legal status of First Peoples oral traditions in Canada</p> <ul style="list-style-type: none">⇒ First Peoples oral histories are valid evidence of ownership of the land within Canadian law. The Supreme Court of Canada recognizes that First Peoples oral tradition is as important as written documents in considering legal issues. See resource disputes (e.g., Delgamuukw or Xenj Gwetin), treaties and title cases (e.g., Nisga'a), and environmental impact studies (e.g., Puntledge River Dam, Berger Inquiry). <p>the relationship between oral tradition and land/place</p> <p>protocols related to ownership and use of First Peoples oral texts</p> <ul style="list-style-type: none">⇒ Stories often have protocols for when and where they can be shared, who owns them, and who can share them. <p>acknowledgement of territory</p> <ul style="list-style-type: none">⇒ Students understand the protocols involved in the acknowledgement of traditional First Nations territories.⇒ Students understand the purpose of acknowledgement of First Nations traditional territories.	<p>features of oral language</p> <p>purposes of oral texts</p> <p>protocols</p> <ul style="list-style-type: none">⇒ Protocols are rules governing behaviour or interactions.⇒ Protocols can be general and apply to many First Peoples cultures, or specific to individual First Nations. <p>situating oneself in relation to others and place</p> <ul style="list-style-type: none">⇒ relates to the concept that everything and everyone is connected⇒ Students understand why it is common First Nations practice to introduce oneself by sharing family and place connections. <p>citations and acknowledgements</p> <ul style="list-style-type: none">⇒ formal acknowledgements of another person's work, idea, or intellectual property





ENGLISH FIRST PEOPLES

English First Peoples 12 (continued)

	Explicit	Implicit
Content (continued)	<p>processes related to protocols and expectations when engaging with First Nations communities and Aboriginal organizations</p> <p>⇒ <i>Students understand the necessity of learning what protocols might govern interactions in First Nations communities and Aboriginal organizations.</i></p> <p>narrative structures, including those found in First Peoples texts</p> <p>⇒ <i>for example, circular, iterative, cyclical</i></p>	

