English First Peoples 11 *Literary Studies and Writing*

We respectfully acknowledge that we live, learn and teach on the traditional territory of the people of Kwanlin Dün First Nation and the Ta'an Kwäch'än Council.

COURSE BASICS

COURSE DESCRIPTION

Term: Winter 2021

Teacher: Becky Miller becky.miller@yesnet.yk.ca

Website: msmillerpcss.weebly.com

Room: 101 Day 1: Face-to-face learning Day 2: Learning at home EFP Literary Studies + Writing 11 is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions.

Through the study of literature and the processes of experimenting with, reflecting on, extending, and refining their writing, students:

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

Learn more: <u>BC Curriculum EFP Literary Studies & Writing</u>

MATERIALS REQUIRED

- Binder
- Lined Paper
- Notebook (to be left in class)
- Pens/Pencils
- USB stick
- Face mask
- Texts that we are currently using

UNITS OF STUDY

This course is organized into thematic units of study. We will be examining each theme through various written, visual, and auditory works. For many units, students will have a number of options to choose from to show their learning, and occasionally choice of what to read or study. The intent is to give each student the opportunity to use their strengths in order to showcase their best work.

Module 1: Who we are Module 2: In Search of Authentic First Peoples Voice Module 3: Trickster & Novel Study Module 4: We are our Stories Module 5: Steps toward Reconciliation Module 6: Place-Conscious Learning

Each unit of study will be approximately 2-4 weeks in length and will include a summative assessment of student learning.

FOOD AND DRINK

POLICY

WHAT WE WILL BE PRACTICING & LEARNING

Oral Communication: students will develop their speaking skills during sharing circles, small group discussions, whole class discussions and presentations

Writing: students will complete a variety of written works, formal and informal, personal and analytical.

Language Skills: vocabulary development, literary devices and writing conventions will be worked on.

Reading Comprehension: reading both fiction and non-fiction for understanding and developing writing style spans all units of the course.

Synthesis: identifying similarities and differences between multiple works on a common theme is a part of all thematic units.

Poetry: read a variety of poems, focusing on theme, interpretation and personal response.

Short Stories: read and interpret a number of short stories, while examining theme, conflict, character, point of view and setting.

Novel Study: we will study one novel together as a class. Students will have the option to complete an independent novel study if they are intending on achieving a proficiency of *Extending*.

Film Study: we will be studying a few films this year including documentaries and feature films.

l'OLICI	Computers
Food and drinks are permitted in class as long as they do not interfere with classroom instruction or student work time.	Students will be required to sign on to our single sign-on portal web page (Rapid Identity) using <u>studentnumber@yesnet.yk.ca</u> and a simple password that they must remember. Students will have access to computers as needed during class time. Students also have access to a computer lab every day (Rm. 202).
Students must also tidy	Cell Phones
up after themselves (put garbage and recyclables in	Cell phones are useful tools for education when used properly, however they can also serve as a distraction for many students.
appropriate containers).	As a class, we will create a cell phone policy that best suits our learning environment. Students will be expected to sign and adhere to the policy.
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TECHNOLOGY

ATTENDANCE POLICY

Students are expected to attend classes if they are healthy.

Students are expected arrive on time and stay until the end of the class.

Making up missed work due to an absence is the student's responsibility. A parent/guardian phone call or note to the office can excuse an absence or allow a student to leave class early for an appointment (see school attendance policy in your agenda).

If a student or a family member is at high risk due to pre-existing medical issues, or if a student feels extremely uncomfortable being at school due to the COVID pandemic please contact the office so arrangements can be made for the course to be completed online/at home.

COMMUNICATION PROTOCOLS

Students are expected to check our class website in order to keep up-todate on assignments and classroom activities.

Assignment expectations, due dates, assessment rubrics and exemplars will be explained in class, but please note that this information will also be posted online for you to review.

I will post the weekly plan and checklist on the class website every Sunday.

I am very quick to respond to emails Monday-Friday, so feel free to reach out if you have any questions or need some assistance.

ACADEMIC POLICIES AND PROCEDURES

Expectations for individual assignments (including due date, content, and quality) will be made clear at the time the work is assigned.

Due dates will be respected. Marks will not be subtracted for late submissions however students will be referred to the Academic Support Teacher to complete overdue assignments.

If you realize that you will be unable to get an assignment in on time (for a valid reason), make sure to see me BEFORE the due date. Then we can work out an extension.

Resubmissions will be accepted as long as the original assignment and assessment rubric is attached to the revised piece.

You are often required to use outside sources in your writing. However, it is vital that you demonstrate academic integrity and give credit to your sources. Taking another's words or ideas and using them as though they are your own is considered plagiarism. *Plagiarism will not be tolerated.* Therefore, *always* give credit where credit is due. Students plagiarizing will be given a "0" and a warning. Second offences will result in a referral to the office and possibly the student being removed from the course, as per school policy. Plagiarism also includes copying classmates' work, downloading essays from the Internet, and having tutors make major changes to your writing. Do your own work so you can learn from it!

HOW WILL LEARNING BE ASSESSED?

Formative Assessments

Formative assessments are used to monitor student learning and provide ongoing feedback. I will use formative assessments to guide our lessons and identify areas in which students need improvement. Formative assessments also help students identify their strengths and weaknesses. They provide feedback so students can improve their performance.

Most of our assessments will be formative. Think of a sports team; the team practices 4-5 times for every 1-2 games. You have to practice the skills to be ready for the game. Formative assessments are the 'practices'. Formative assessments are **not** used on report cards.

Summative Assessments

Each module will conclude with a summative assessment of learning. These summative assessments are used for reporting student learning on their progress reports. Summative assessments may include an essay, a literary analysis, a project, a presentation, a video etc...

To continue with our sports analogy, summative assessments are the 'games'. This is where students demonstrate their best work based on the feedback and practice they had during each module.

HOW TO BE SUCCESSFUL IN THIS COURSE

Show up! Attendance matters. If you are present in class, you are going to be successful.

Participate. I carefully plan lessons that meet our curricular outcomes and will challenge you individually. When you participate and work hard you will improve your skills.

Read. Just read 😳

Do your homework. Due to limited face-to-face classes you need to do work on your own or in the Blended Learning Support Room (Rm. 202) on Day 2s. I will do my best to provide you with meaningful work, however it is up to you to complete it.

Stay up-to-date and organized. Our class website and Google Classroom provide you with weekly updates and everything you need to be successful. Check them daily (Monday-Friday).

Ask for assistance. We all need a little help sometimes. Ask questions. Ask for help.

PROGRESS REPORTS

Each reporting period students will be assessed on the following criteria:

- Connecting (Engaging) & Questioning
- Processing
- Analyzing and Interpreting
- Valuing Identity and Voice
- Constructing and Creating

FINAL MARK BREAKDOWN

Summative Assessments

0	Module 1:	10%
0	Module 2:	15%
0	Module 3:	15%
0	Module 4:	15%
0	Module 5:	15%
0	Module 6:	10%

Learning Journal

- Self-assessments
- o Self-reflections
- o Learning entries

Final Exam

10%

10%

Syllabus adapted with permission from Linda Hamilton, PCSS English First Peoples 11, 2020. Syllabus inspired by Dr. Carolyn Wagner, UNB Instructional Design for Online Learning 2020.

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Dear Parents/Guardians:

Please read through the course syllabus with your child. It is an important document that outlines our course and provides details on assessment for and of learning. It also details policies and procedures for our learning environment that are meant to ensure that everyone is respected, seen and valued.

As in other subject areas, the study of English First Peoples can involve dealing with issues and topics that may be deemed challenging content for some students. Several units of study may include emotionally challenging references and graphic language that might be considered sensitive content. Sensitive materials will be studied in a guided learning environment – ensuring students have an opportunity to discuss the content in class with the teacher prior to and following each lesson. There will be a unit focusing on Reconciliation during the month of May; more information will be provided for families prior to that unit commencing.

The fact that COVID-19 is our "new normal" does not lesson the stress and anxiety it produces in each of us. I acknowledge that a blended learning model is difficult. Students, parents/guardians and teachers all face different pressures to make learning a priority for all students. Please do not hesitate to reach out with any questions/concerns – we all need to support each other through this intense season of our lives.

As a parent myself, I know that navigating blended learning can be difficult at best. My intent is to provide you with up-to-date information via our class website. The course syllabus, weekly schedules, assignments and due dates will be included on the website. I am excited about this upcoming semester and look forward to getting to know your child!

Kind Regards,

Becky Miller

Email: <u>becky.miller@yesnet.yk.ca</u> Class Website: <u>msmillerpcss.weebly.com</u> (or access it through the PCSS teacher pages)

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Homework: Please return this page to Ms. Miller by Friday, January 22, 2021

Student Name: _____ I have read through the English First Peoples 11 Syllabus with a parent/guardian. (Student Signature) (Date) Parent/Guardian Name: _____ I have read through the English First Peoples 11 Syllabus with my child. (Parent/Guardian Signature) (Date) Parent/Guardian: Do you prefer to be contacted by: Phone Email Phone number you prefer: ______ Email address you prefer: Do you have any questions for me at this time?

