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# English 10 and 11 First Peoples *Curriculum — 2010*



Ministry of  
Education

IRP 183



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## Acknowledgments

This document has been developed in partnership between the First Nations Education Steering Committee (FNESC) and the British Columbia Ministry of Education. This development process — undertaken pursuant to a jurisdictional agreement between the Province of British Columbia and the First Nations Education Steering Committee — represents a departure from past practice with respect to both the development of provincially prescribed curriculum and the provision of resources to support provincially prescribed curriculum. This distinctive development process was intended to ensure that

- teaching and learning with respect to First Peoples in British Columbia’s school system is based on authentic knowledge and understanding, as articulated by Elders, educators, and other content experts from within British Columbia’s First Nations and Métis communities
- decisions affecting teaching and learning with respect to First Peoples in British Columbia’s school system take appropriate account of the advice and opinion of community leaders from within the province’s First Nations and Métis communities
- the development process was representative of diverse First Peoples cultures from across BC.

FNESC and the Ministry of Education would like to thank all who participated in the process of developing this curriculum document.

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FNESC and the Ministry of Education would also like to acknowledge the working groups for the *English Language Arts K to 7 IRP* (2006), the *English Language Arts 8 to 12 IRP* (2008), and the *English 12 First Peoples IRP* (2008), whose work formed the foundation for this IRP.

This curriculum document provides basic information teachers will require in order to implement English 10 and 11 First Peoples.

The information contained in this document is also available on the Internet at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

Additional information and support related to this IRP is also available from the First Nations Education Steering Committee (FNESC): [www.fnesc.bc.ca](http://www.fnesc.bc.ca)

The following paragraphs provide brief descriptions of the components of the curriculum document.

## Introduction

The Introduction provides general information about English 10 and 11 First Peoples, including special features and requirements. Included in this section are

- a rationale for teaching English 10 and 11 First Peoples in BC schools
- a description of the nature and intent of the course
- a description of the curriculum organizers — groupings for Prescribed Learning Outcomes that share a common focus.

## Considerations for Program Delivery

This section of the document contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

## Prescribed Learning Outcomes

This section contains the *Prescribed Learning Outcomes*, the legally required content standards for the provincial education system. The Prescribed Learning Outcomes define the required attitudes, skills, and knowledge for each subject. They are statements of what students are expected to know and be able to do by the end of the course.

## Student Achievement

This section of the document contains information about classroom assessment and measuring student achievement, including sets of specific achievement indicators for each Prescribed Learning Outcome. Achievement indicators are statements that describe what students are able to do in order to demonstrate that they fully meet the expectations set out by the Prescribed Learning Outcomes. Achievement indicators are not mandatory; they are provided to assist in assessing how well students achieve the Prescribed Learning Outcomes.

## Learning Resources

This section contains general information about learning resources and the selection of authentic First Peoples texts to support these courses.

## Glossary

The glossary defines selected terms used in this curriculum document.





Introduction

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*English 10 and 11 First Peoples*



This document sets out the provincially prescribed curriculum for English 10 First Peoples (EFP 10) and English 11 First Peoples (EFP 11). The development of this curriculum has been guided by the following principles of learning, which are common to all provincial curricula:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

Implicit in the development of EFP 10 and 11 are the following First Peoples principles of learning, which are affirmed within First Peoples societies and are reflected in the course curriculum:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focussed on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Because these principles of learning represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Peoples societies, it must be recognized that they do not capture the full reality of the approach used in any single First Peoples society.

In addition, this document recognizes that British Columbia's schools include students of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to

meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the Prescribed Learning Outcomes and achievement indicators.

*Note: Throughout this document, the term "First Peoples" includes First Nations, Métis, and Inuit peoples in Canada, as well as indigenous peoples around the world.*

A Response Draft of English 10 and 11 First Peoples was provided for public review and response in early 2010. In addition, the draft curriculum and its accompanying Teacher Resource Guide was piloted in selected schools across the province during the spring of 2010. Feedback from educators, students, parents, and other educational partners informed the development of this curriculum.

## Rationale

English 10 and 11 First Peoples provides opportunities for all students to learn about and engage with

- indigenous creative expression
- the worlds of First Peoples provincially, nationally, and internationally.

These courses focus on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text — including oral story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction).

English 10 First Peoples is the academic equivalent of English Language Arts 10, and English 11 First Peoples is the academic equivalent of English Language Arts 11. These two courses are designed to enable students to develop the English language and literacy skills and capacities they must have in order to meet British Columbia's graduation requirements.

## Key Features of English First Peoples

One key feature of these courses is their focus on texts that present authentic First Peoples voices (i.e., historical or contemporary texts created by or with First Peoples). The emphasis on authenticity is also reflected in the recognition that important

and distinctive genres of First Peoples expression must be included in the range of texts studied (e.g., oratory, creation stories, contemporary oral stories, trickster stories, masks). For more information on authentic First Peoples texts, please refer to the Learning Resources section later in this document.

Another key feature of these courses is the recurrence of central themes such as identity and the significance of colonization. Creative expression, including a people's language and literature, informs identity in incalculable ways. Historically, First Peoples expressive traditions were suppressed in favour of an identity that negated their true history. Accordingly, questions such as Who am I? and What are my roots? are of particular relevance in discussions about many First Peoples texts. Through the study of First Peoples literature, all students — Aboriginal and non-Aboriginal — can gain insight into the diverse factors that have shaped and continue to shape their own identities.

The curriculum for these courses recognizes that understanding the social and cultural contexts within which each text originates is critical to students' grasp of the text. As in any English class, including English Language Arts, students in EFP 10 and 11 will need to develop a clear awareness of a text's presumed purpose(s) and audience. In addition, students who take English 10 and 11 First Peoples must be given opportunities to

- engage with, create, and present oral texts and develop an understanding of the significance of the oral tradition
- discern the connections between particular texts and worldviews that are characteristically part of the outlook of many First Peoples
- experience (read, view, listen to, respond to, and write about) texts in ways that are consistent with First Peoples pedagogical approaches
- examine texts grounded in varied First Peoples cultures, including local First Peoples perspectives.

### ***Oral Texts and Oral Tradition***

While an emphasis on oral language is a significant aspect of all BC English language arts curricula from K to 12 (reflected in an organizational structure that features Oral

Language as one of three main curriculum organizers), the emphasis on oral language and on the study of oral texts is particularly important in EFP. The maintenance of oral tradition is considered critical in virtually all First Peoples cultures, and effective implementation of English 10 and 11 First Peoples will include a study of oral tradition and will allow students to experience oral texts (e.g., stories, songs, speeches, drama) first-hand. In this way, students will come to fully appreciate the significance of a living oral tradition.

At the same time, when dealing with oral texts in translation, it is hoped that students will begin to develop awareness of some of the key similarities and differences between the source language and the English rendering.

Because the ownership and knowledge of many authentic oral texts lies exclusively within local First Peoples communities, an effective implementation of English 10 and 11 First Peoples will involve the establishment of connections between the classroom and First Peoples communities or organizations. See the Considerations for Program Delivery section later in this document for more information on working with the local First Peoples communities.

### ***First Peoples Worldviews***

An effective implementation of English 10 and 11 First Peoples will draw attention to recurring themes that are characteristically part of the worldview of many First Peoples such as

- connection with the land and environment
- the nature and place of spirituality as an aspect of wisdom in First Peoples cultures
- the nature of knowledge — who holds it, what knowledge is valued
- the role of Elders
- the relationships between individual, family, and community
- the importance of the oral tradition
- the experience of colonization and decolonization (e.g., residential schools, the reserve system, land claims)
- humour and its role in First Peoples cultures.

***First Peoples Pedagogy***

An effective implementation of EFP 10 and 11 will allow students to experience texts through reliance on a pedagogy that is commonly used within many First Peoples cultures. Features of this approach include

- a commitment to learner-centredness (for example, supporting students in a respectful and non co-optive way to develop their own personal learning, while encouraging a sense of personal responsibility for learning)
- a focus on experiential learning rather than an exclusive reliance on teacher-led discussions about texts (for example, incorporating opportunities for literal as well as symbolic learning such as having students internalize, memorize, and present oral texts; having students create their own oral texts; or having students engage directly with the local First Peoples communities through field studies, interviews, and the involvement of guest speakers)
- an emphasis on awareness of self and other in equal measure (for example, establishing a classroom environment that respects the contributions of each member and provides time and opportunity for even the more reticent students to contribute to group processes)
- a recognition of the value of group process (for example, being especially sensitive to the time it takes for groups to come to consensus or to the teachable moment)
- a willingness to adopt a recursive approach to texts (for example, being willing to revisit the same text more than once)
- a support for varied forms of representation (for example, providing ample opportunity for students to demonstrate their understanding of fiction and poetry through the use of drama, art, media, dance, song, music, etc.).

***A Variety of Perspectives***

While the focus of these courses is primarily on First Peoples voices from British Columbia, it is important that students also have an opportunity to study texts that reflect First Peoples perspectives from elsewhere in Canada and throughout the world. Indeed, students should come to recognize the diversity that exists among First Peoples.

In English First Peoples, students will encounter texts that address male and female roles, race,

racism, social status, interpretations of “wealth” and “poverty,” violence, sexuality, and sexual orientation, including “two-spiritedness” — all aspects of First Peoples lived realities.

An effective implementation of these course will allow opportunities for students to participate in the selection of texts for study.

**Requirements, Graduation Credits, and Examination*****English 10 First Peoples***

EFP 10 is one of two provincial courses available for students to satisfy the grade 10 English language arts graduation program requirement. English 10 First Peoples is designated as a four-credit course, and must be reported as such to the Ministry of Education for transcript purposes. Letter grades and percentages must be reported for this course. It is not possible to obtain partial credit for this course.

English 10 First Peoples has a graduation program examination worth 20% of the final course mark. All students taking English 10 First Peoples are required to write the examination in order to receive credit for this course.

For examination specifications, refer to the Ministry of Education examinations web site: [www.bced.gov.bc.ca/exams/](http://www.bced.gov.bc.ca/exams/)

***English 11 First Peoples***

EFP 11 is one of three provincial courses available for students to satisfy the grade 11 English language arts graduation program requirement. English 11 First Peoples is designated as a four-credit course, and must be reported as such to the Ministry of Education for transcript purposes. Letter grades and percentages must be reported for this course. It is not possible to obtain partial credit for this course.

There is no provincial examination for EFP 11.

***Prerequisites and Transitions***

The English First Peoples curricula are academically equivalent to the corresponding English Language Arts courses. Students may choose to move from English First Peoples to

English Language Arts, or vice versa, according to their needs (for example, a student may choose to take ELA 11 after EPF 10, or EFP 12 after ELA 11). In addition, students with a particular interest in English may choose to take both EFP and ELA at any given grade level.

The Ministry of Education does not set prerequisites for provincial courses. Schools should support students in determining which English courses best fulfill their needs.

### Curriculum Organizers

A curriculum organizer consists of a set of Prescribed Learning Outcomes that share a common focus. The Prescribed Learning Outcomes for English First Peoples are grouped under the following curriculum organizers and suborganizers:

Curriculum Organizers and Suborganizers
<p><b>ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• <i>Purposes</i></li> <li>• <i>Strategies</i></li> <li>• <i>Thinking</i></li> <li>• <i>Features</i></li> </ul>
<p><b>READING AND VIEWING</b></p> <ul style="list-style-type: none"> <li>• <i>Purposes</i></li> <li>• <i>Strategies</i></li> <li>• <i>Thinking</i></li> <li>• <i>Features</i></li> </ul>
<p><b>WRITING AND REPRESENTING</b></p> <ul style="list-style-type: none"> <li>• <i>Purposes</i></li> <li>• <i>Strategies</i></li> <li>• <i>Thinking</i></li> <li>• <i>Features</i></li> </ul>

Note that these organizers and suborganizers are provided for the purpose of identifying Prescribed Learning Outcomes; they are not intended to suggest a linear means of course delivery.

#### *Oral Language (Speaking and Listening)*

The inclusion of a curriculum organizer for oral language highlights the importance of oral communication for all English language arts from K to 12. This recognizes that literacy is about more than just reading and writing — it is about

how we communicate effectively and purposefully in society.

Oral language has an even greater significance for English First Peoples, which includes an emphasis on learning about the importance of oracy and the oral tradition in First Peoples cultures, including the maintenance and preservation of those cultures.

The oral language section of the curriculum focusses on

- **Purposes** — providing opportunities for students to
  - learn about the function, significance, and validity of the oral tradition in First Peoples cultures
  - experience authentic First Peoples oral texts
  - develop their capacity to interact effectively with peers and adults
  - present material orally
  - listen attentively, respectfully, critically, and with purpose
- **Strategies** — increasing students’ awareness of, engagement in, and development of the processes, skills, and techniques they can use to be more successful in their oral interactions and presentations
- **Thinking** — extending students’ capacity to use oral language to make connections, develop ideas, consider multiple perspectives, increase vocabulary, and use metacognition to assess their strengths and set goals to scaffold improvement
- **Features** — increasing students’ knowledge of and appreciation for the forms of oral expression and the expectations of various audiences, as well as their capacity to control syntax, diction, and other aspects of oral communication.

Note that, although this curriculum organizer articulates separate Prescribed Learning Outcomes for speaking and listening, it is expected that oral language strategies will also be used to support the reading and writing organizers (e.g., talking about texts read or viewed, using dialogue as a drafting strategy for writing).

#### *Reading and Viewing*

This curriculum organizer focusses on the skills of understanding and responding to a wide range of

literary, informative, and persuasive written and visual texts. The Prescribed Learning Outcomes in this organizer are designed to help students become effective readers and viewers, able not only to comprehend the ideas communicated in a text, but to apply them in new contexts.

The reading and viewing section of the curriculum focusses on

- **Purposes** — providing opportunities for students to read and view various types of authentic First Peoples texts (written and visual; representing texts from local communities and texts from other parts of the world) for multiple purposes, including comprehension, fluency, and exploration of different perspectives
- **Strategies** — increasing students’ repertoire of strategies and techniques they can use before, during, and after reading and viewing in order to comprehend and extend their understanding of texts
- **Thinking** — developing students’ ability to make connections, analyse the effect of social and historical influences, and students’ metacognitive capacity to identify and achieve goals for improvement
- **Features** — developing students’ awareness of the different types of written and visual text, the characteristics that distinguish them, and the impact of the stylistic effects used.

For information about selecting authentic First Peoples texts for reading and viewing, please refer to the Learning Resources section later in this document.

### ***Writing and Representing***

Through the creation, production, and presentation of a wide range of written and visual texts, students gain confidence and competence in communicating effectively in a range of forms and styles to suit specific purposes and audiences.

The writing and representing section of the curriculum focusses on

- **Purposes** — providing students opportunities to create various kinds of personal, imaginative, informational, and visual texts
- **Strategies** — developing students’ repertoire of approaches to creating texts, including those that apply before (e.g., note-taking,

brainstorming), during (e.g., experimenting with word choice), and after (e.g., editing, presenting) writing and representing

- **Thinking** — expanding students’ capacity to extend thinking by using writing and representing to connect ideas, explore perspectives, and to set and achieve goals to improve their writing and representing
- **Features** — developing students’ ability to use features and conventions of language to enhance meaning and artistry in their reading and writing.

### **Suggested Timeframe**

English 10 and 11 First Peoples are each four-credit courses, and as such each requires approximately 90 to 110 hours of instructional time.

While decisions concerning the allocation of instructional time are subject to teachers’ professional judgment, EFP 10 and 11 curriculum have been designed to create opportunities for a balance of and integration among the three curriculum organizers (Oral Language, Reading and Viewing, and Writing and Representing).

In addition, because these courses have been designed to include a significant focus on local First Peoples cultures, it is expected that teachers will devote a significant amount of time (e.g., at least 15-25%) to local texts. These texts can include

- oral, visual, and written texts (the majority of oral texts in particular will likely come from the local communities)
- texts chosen by individual students, groups, the whole class, and/or the teacher.

Teachers are encouraged to work with local First Nations community(ies), Inuit and Métis organizations, organizations such as Friendship Centres, etc. for assistance in accessing local texts. For additional support, consult the section on “Working with the First Peoples Community” (in Considerations for Program Delivery, later in this document). Additional support can be found in the *English 10 and 11 Teacher Resource Guide*, available online at the FNESC web site: [www.fnesc.ca/efp](http://www.fnesc.ca/efp)





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Considerations for Program Delivery  
*English 10 and 11 First Peoples*



This section contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- establishing a positive classroom climate
- inclusion, equity, and accessibility for all learners
- connections to other subject areas
- working with the Aboriginal community
- copyright and responsibility.

In addition, teachers will find considerable support for delivering these courses in the FNESC *English 10 and 11 First Peoples Teacher Resource Guide*.

This guide includes

- background information on First Peoples pedagogy and principles of learning
- information about suggested learning resources for grades 10 and 11, as well as guidelines for selecting resources
- a series of classroom units to support instruction and assessment.

The Teacher Resource Guide is available online at [www.fnesc.ca/efp](http://www.fnesc.ca/efp)

## Alternative Delivery Policy

The Alternative Delivery policy does not apply to English 10 and 11 First Peoples.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing Prescribed Learning Outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all Prescribed Learning Outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery Policy. The policy does not permit schools to omit addressing or assessing any of the Prescribed Learning Outcomes within the health and career education curriculum. Neither does it allow students to be excused from meeting any Prescribed Learning Outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related Prescribed Learning Outcomes and will be able to demonstrate their understanding of these Prescribed Learning Outcomes.

For more information about policy relating to alternative delivery, refer to [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

## Involving Parents and Guardians

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the Prescribed Learning Outcomes in the EFP 10 and 11 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is suggested that schools inform parents and guardians about the curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the Prescribed Learning Outcomes for the subject by sending home class letters, providing an overview during parent-teacher interviews, etc.
- responding to parent and guardian requests to discuss unit plans, learning resources, etc.

## Addressing Local Contexts

The English 10 and 11 First Peoples curriculum includes opportunities for individual teacher and student choice in the exploration of topics and selection of texts to meet certain Prescribed

**Learning Outcomes.** This flexibility allows educators to plan their programs to meet the particular requirements of their students and to respond to local contexts. When selecting topics and texts it may be appropriate to incorporate student input.

There are many distinct and diverse First Peoples communities in BC and Canada. In order to reflect BC First Nations cultural diversity and make EFP meaningful for students, teachers are advised, wherever possible, to have students achieve the course outcomes through a focus on local stories and texts — a focus on the First Nation(s) whose traditional territories are in that part of the province.

To achieve the Prescribed Learning Outcomes through a focus on local cultures, teachers will need to develop their own library of learning materials pertaining to the local community and build a support network that includes local First Peoples. Teachers are encouraged to establish relationships with First Nations Tribal Councils, Band Councils, or urban First Nations organizations to obtain support for achieving course objectives (see the ensuing section, “Working with the First Peoples Community,” for further details).

When implementing EFP, it is important to recognize that local cultural protocols exist. Permission for use of First Peoples cultural materials or practices such as legends, stories, songs, designs, crests, photographs, audiovisual materials, and dances should be obtained through consultation with individuals, families, Elders, hereditary chiefs, Band Councils, or Tribal Councils. This authorization should be obtained prior to the use of any educational plans or materials.

### **Working with the First Peoples Community**

English 10 and 11 First Peoples includes opportunities to draw upon the experiences and wisdom of First Peoples teachers, Elders, and

other knowledgeable members of each school’s or district’s local Aboriginal community(ies). This support and participation will be invaluable in helping teachers bring information about First Peoples into the classroom in a way that is accurate and that reflects First Peoples concepts of teaching and learning.

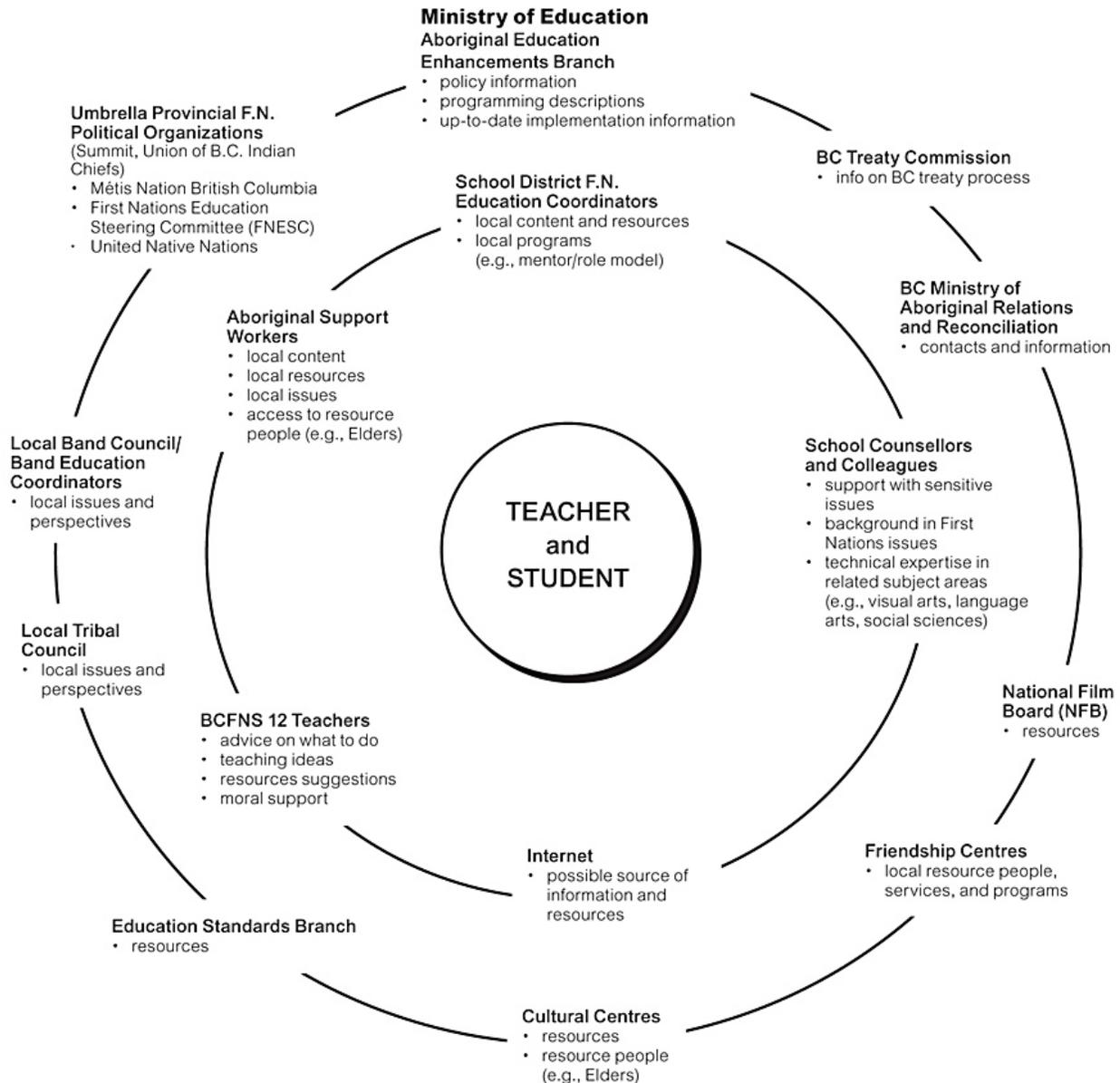
Initiating an effective EFP program with strong local content will require teachers to draw upon a variety of resources and create a support network. Building strong community links — engaging in consultation with local First Peoples and seeking their support for what is being taught — will help teachers provide active, participatory, experiential learning and localize course content. The accompanying diagram, “Building a Support Network,” illustrates the various contacts that teachers might wish to establish to obtain help.

Prior to initiating contacts with the chiefs, Elders, or other authorities in the local First Nation, teachers may wish to consult with other teachers (e.g., colleagues in other parts of the province who already have some experience with teaching English First Peoples) and local school district Aboriginal contacts. Local school district Aboriginal contacts, in particular, can serve as a valuable contact person to help secure local community support. (A list of school district Aboriginal contacts is available online at [www.bced.gov.bc.ca/apps/imcl/imclWeb/AB.do](http://www.bced.gov.bc.ca/apps/imcl/imclWeb/AB.do))

Teachers may also wish to consult the various Ministry of Education publications available, including the “Planning Your Program” section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, First Peoples in BC.

For more information about *Shared Learning* and other supporting material, consult the ministry’s Aboriginal Education web site: [www.bced.gov.bc.ca/abed/welcome.htm](http://www.bced.gov.bc.ca/abed/welcome.htm)

## Building Support Networks



### Establishing a Positive Classroom Climate

Teachers are responsible for setting and promoting a classroom climate in which students feel comfortable learning about and discussing topics in English First Peoples. The following are some guidelines that may help educators establish and promote a positive classroom climate.

- Allow class members sufficient time and opportunities to become comfortable with each other before engaging in group discussion. It is

important that the classroom climate encourage students to relate to one another in positive, respectful, and supportive ways. Be prepared to facilitate any potentially controversial discussions.

- Establish clear ground rules for class discussions that demonstrate respect for privacy, for diversity, and for the expression of differing viewpoints.

- Become familiar with
  - relevant legislation (e.g., *Human Rights Code*; *Child, Family and Community Services Act*)
  - relevant initiatives (e.g., *Safe, Caring and Orderly Schools: A Guide* and *Diversity in BC Schools: A Framework*)
  - provincial and district policies and protocols concerning topics such as disclosure related to child abuse, protection of privacy, and alternative delivery.

Further information about these policies and initiatives is available online:

*BC Handbook for Action on Child Abuse and Neglect*

[www.mcf.gov.bc.ca/child\\_protection/pdf/handbook\\_action\\_child\\_abuse.pdf](http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf)

*Safe, Caring and Orderly Schools*

[www.bced.gov.bc.ca/sco/](http://www.bced.gov.bc.ca/sco/)

*Diversity in BC Schools: A Framework*

[www.bced.gov.bc.ca/diversity/diversity\\_framework.pdf](http://www.bced.gov.bc.ca/diversity/diversity_framework.pdf)

*Human Rights Code*

[www.qp.gov.bc.ca/statreg/stat/H/96210\\_01.htm](http://www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm)

*Child, Family and Community Services Act*

[www.qp.gov.bc.ca/statreg/stat/C/96046\\_01.htm](http://www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm)

- Activities and discussion related to some of the topics in EFP may evoke a strong emotional response from individual students. Inform an administrator or counsellor when any concern arises, and ensure students know where to go for help and support.
- Ensure that any external groups or organizations making a presentation to students have met the local board/authority guidelines for presenting. There should be a direct relationship between the content of the presentation and the Prescribed Learning Outcomes. Review any materials they may use, especially handouts, for appropriateness.

### Inclusion, Equity, and Accessibility for All Learners

British Columbia's schools include students of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of English First Peoples, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the Prescribed Learning Outcomes in this curriculum can be addressed by all students, including those with special and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the Prescribed Learning Outcomes. Modifications can be made to the Prescribed Learning Outcomes for students with Individual Education Plans.

For more information about resources and support for students with special needs, refer to [www.bced.gov.bc.ca/specialied/](http://www.bced.gov.bc.ca/specialied/)

For more information about resources and support for ESL students, refer to [www.bced.gov.bc.ca/esl/](http://www.bced.gov.bc.ca/esl/)

### Copyright and Responsibility

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part — in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements — see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videorecordings that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied.

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to [www.cmec.ca/copyright/indexe.stm](http://www.cmec.ca/copyright/indexe.stm)





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Prescribed Learning Outcomes  
*English 10 and 11 First Peoples*



**P**rescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, Prescribed Learning Outcomes set out the required attitudes, skills, and knowledge — what students are expected to know and be able to do by the end of the specified course.

Schools have the responsibility to ensure that all Prescribed Learning Outcomes in this curriculum are addressed; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the Prescribed Learning Outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed Learning Outcomes for English 10 and 11 First Peoples are presented by curriculum organizer and suborganizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

### Wording of Prescribed Learning Outcomes

All Prescribed Learning Outcomes complete the stem, “It is expected that students will ....”

When used in a Prescribed Learning Outcome, the word “including” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

### Domains of Learning

Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the Prescribed Learning Outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also inform the design and development of the graduation program examination for EFP 10.

## English 10 First Peoples

*It is expected that students will:*

### Oral Language

#### *Purposes*

- A1 describe the function and significance of the oral tradition
- A2 interact and collaborate in pairs and groups to
  - support the learning of self and all other participants in a discussion
  - communicate respectfully with peers and adults
  - explore ideas, information, emotions, and experiences
  - acknowledge and recognize others’ perspectives
  - seek consensus
  - respond to and analyse a variety of texts
  - create a variety of texts
- A3 express ideas and information in a variety of situations and forms to
  - explore and respond
  - recall and describe
  - narrate and explain
  - argue, persuade, and support
  - engage and entertain
- A4 listen to comprehend a variety of authentic First Peoples oral texts, including texts relating to
  - life lessons
  - individual and community responsibilities and obligations
  - rites of passage
  - family histories
  - creation stories
  - formal speeches

#### *Strategies*

- A5 select, adapt, and apply a range of strategies to interact and collaborate with others in pairs and groups, including
  - initiating and sharing responsibilities
  - listening attentively, respectfully, critically, and with purpose
  - contributing ideas and supporting the ideas of others
  - acknowledging and discussing diverse points of view
  - applying community protocol as appropriate
  - abiding by classroom protocol
  - reaching consensus or agreeing to differ
- A6 select, adapt, and apply a range of strategies to prepare oral communications, including
  - interpreting a task and setting a purpose
  - generating ideas
  - considering multiple perspectives
  - consulting multiple sources
  - synthesizing relevant knowledge and experiences
  - establishing the physical and social environment
  - planning, memorizing, and rehearsing presentations

- A7 select, adapt, and apply a range of strategies to express ideas and information in oral communications, including
- vocal techniques
  - style and tone
  - nonverbal techniques
  - visual aids
  - organizational and memory aids
  - methods of monitoring audience reactions
- A8 use listening strategies to understand, recall, and analyse a variety of texts, including
- extending understanding by accessing prior knowledge
  - making plausible predictions
  - summarizing main points
  - generating thoughtful questions
  - clarifying and confirming meaning

***Thinking***

- A9 speak and listen to make personal responses to texts, by
- making connections to prior knowledge and experiences
  - relating reactions and emotions to understanding of the text
  - generating thoughtful questions
  - making inferences
  - explaining opinions using reasons and evidence
- A10 speak and listen to interpret, analyse, and evaluate ideas, information, and understandings from a variety of texts, by
- examining and comparing ideas and elements among texts
  - making and supporting reasoned judgments
  - describing and comparing perspectives
  - describing bias, contradictions, and non-represented perspectives
  - identifying the importance and impact of historical and cultural contexts
- A11 speak and listen to synthesize and extend thinking, by
- personalizing ideas, information, and understandings
  - explaining relationships among ideas, information, and understandings
  - applying new ideas, information, and understandings
  - transforming existing ideas, information, and understandings
  - contextualizing ideas, information, and understandings
- A12 use metacognitive strategies to reflect on and assess their speaking and listening, by
- referring to criteria
  - making connections to First Peoples principles of learning
  - setting goals for improvement
  - creating a plan for achieving goals
  - evaluating progress and setting new goals

***Features***

- A13 recognize and apply the structures and features of oral language to convey and derive meaning, including
- context
  - text structures
  - syntax
  - diction
  - usage conventions
  - rhetorical devices
  - vocal techniques
  - nonverbal techniques
  - idiomatic expressions

## **Reading and Viewing**

### ***Purposes***

- B1 read and view, both collaboratively and independently, a wide variety of authentic First Peoples texts, including texts from
  - local communities
  - other parts of North America and the world
- B2 read, both collaboratively and independently, to comprehend a wide variety of authentic First Peoples literary texts in a range of prose and poetry forms
- B3 read, both collaboratively and independently, to comprehend a variety of informational and persuasive texts dealing with a range of First Peoples topics, such as
  - articles and reports
  - biographies and autobiographies
  - magazines, and newspapers
  - print and electronic reference material
  - advertising and promotional material
  - opinion-based material
  - student-generated material
- B4 view, both collaboratively and independently, to comprehend a variety of visual texts representing local and other BC First Peoples cultures, such as
  - film and video
  - photographs
  - paintings, carvings, totems, petroglyphs, pictographs
  - textiles, regalia, masks
  - dance, drama
  - graphic novels and illustrated literature
  - broadcast media
  - web sites
  - student-generated material
- B5 independently select and read, for sustained periods of time, authentic First Peoples texts for enjoyment and to increase fluency

### ***Strategies***

- B6 before reading and viewing, select, adapt, and apply a range of strategies to anticipate content and construct meaning, including
  - interpreting a task
  - setting a purpose or multiple purposes
  - accessing prior knowledge, including knowledge of genre, form, and context
  - making logical, detailed predictions
  - generating guiding or speculative questions
- B7 during reading and viewing, select, adapt, and apply a range of strategies to construct, monitor, and confirm meaning, including
  - comparing and refining predictions, questions, and images
  - making connections to First Peoples worldviews
  - making inferences and drawing conclusions
  - reading the text aloud or listening to it read aloud
  - summarizing and paraphrasing
  - using text features
  - determining the meaning of unknown words and phrases
  - clarifying meaning

- B8 after reading and viewing, select, adapt, and apply a range of strategies to extend and confirm meaning and to consider author’s craft, including
- reflecting on predictions, questions, images, and connections made during reading
  - making connections to self, to identity, to other texts, and to place
  - reviewing text and purpose for reading
  - making inferences and drawing conclusions
  - summarizing, synthesizing, and applying ideas
  - identifying stylistic techniques

**Thinking**

- B9 explain and support personal responses to texts, by
- making comparisons to other ideas and concepts
  - relating reactions and emotions to understanding of the text
  - explaining opinions using reasons and evidence
  - suggesting contextual influences
- B10 interpret, analyse, and evaluate ideas and information from texts, by
- making and supporting reasoned judgments
  - comparing ideas and elements among texts
  - identifying and describing diverse voices
  - describing bias, contradictions, and non-represented perspectives
  - identifying the importance and impact of historical and social contexts
- B11 synthesize and extend thinking about texts, by
- making connections to First Peoples principles of learning
  - personalizing ideas, information, and understandings
  - explaining relationships among ideas, information, and understandings
  - applying new ideas, information, and understandings
  - contextualizing ideas, information, and understandings
  - transforming existing ideas and understandings
- B12 use metacognitive strategies to reflect on and assess their reading and viewing, by
- making connections between their exploration of personal identity and texts studied
  - referring to criteria
  - setting goals for improvement
  - creating a plan for achieving goals
  - evaluating progress and setting new goals

**Features**

- B13 recognize and explain how structures and features of First Peoples texts shape readers’ and viewers’ construction of meaning, including
- functions of text
  - form and genre
  - literary elements
  - literary devices
  - use of language
  - non-fiction elements
  - visual/aesthetic devices
- B14 demonstrate increasing word skills and vocabulary knowledge, by
- analysing the origins and roots of words
  - determining meanings and uses of words based on context
  - identifying, selecting, and using appropriate academic and technical language
  - using vocabulary appropriate to audience and purpose
  - identifying selected terms from First Peoples languages
  - discerning nuances in meaning of words, considering historical, social, and literary contexts

## **Writing and Representing**

### ***Purposes***

- C1 write meaningful personal texts that elaborate on ideas and information to
  - experiment
  - explore and express identity
  - support the well-being of self
  - make connections
  - reflect and respond
  - remember and recall
- C2 write purposeful informational texts that express ideas, information, and understandings to
  - explore and respond
  - record and describe
  - analyse and explain
  - speculate and consider
  - argue and persuade
  - engage
- C3 write effective imaginative texts to develop ideas, information, and understandings to
  - strengthen connections and insights
  - explore and adapt literary forms and techniques
  - experiment with increasingly sophisticated language and style
  - engage and entertain
- C4 create thoughtful representations, individually and collaboratively, that communicate ideas, information, and understandings to
  - reflect, explore, and respond
  - record and describe
  - explain and persuade
  - make connections
  - engage

### ***Strategies***

- C5 select, adapt, and apply a range of strategies to generate, develop, and organize ideas for writing and representing, including
  - making connections
  - setting a purpose and considering audience
  - gathering and summarizing ideas from personal interest, knowledge, and inquiry
  - analysing writing samples or models
  - setting class-generated criteria
- C6 select, adapt, and apply a range of drafting and composing strategies while writing and representing, including
  - using a variety of oral, written, and visual sources to collect ideas and information
  - generating text independently and collaboratively
  - organizing and synthesizing ideas and information
  - analysing writing samples or models
  - creating and consulting criteria
- C7 select, adapt, and apply a range of strategies to revise, edit, and publish writing and representing, including
  - checking work against established criteria
  - enhancing supporting details and examples
  - refining specific aspects and features of text
  - proofreading

**Thinking**

- C8 write and represent to explain and support personal responses to texts, by
- making comparisons to other ideas and concepts
  - relating reactions and emotions to understanding of the text
  - developing opinions using reasons and evidence
  - suggesting contextual influences
- C9 write and represent to interpret, analyse, and evaluate ideas and information from texts, by
- making and supporting reasoned judgments
  - describing and comparing perspectives
  - describing bias, contradictions, and non-represented perspectives
  - identifying the importance and impact of historical and social contexts
- C10 write and represent to synthesize and extend thinking, by
- personalizing ideas, information, and understandings
  - explaining relationships among ideas, information, and understandings
  - applying new ideas, information, and understandings
  - contextualizing ideas, information, and understandings
  - transforming existing ideas and understandings
- C11 use metacognitive strategies to reflect on and assess their writing and representing, by
- making connections to First Peoples principles of learning
  - relating their work to criteria set by self or others
  - setting goals for improvement
  - creating a plan for achieving goals
  - evaluating progress and setting new goals

**Features**

- C12 use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including
- syntax and sentence fluency
  - diction
  - point of view
  - literary devices
  - visual/aesthetic devices
- C13 use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including
- organization of ideas and information
  - text features and visual/aesthetic devices
- C14 use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including
- grammar and usage
  - Canadian conventions for spelling, punctuation, and capitalization
  - copyright and citation of references
  - presentation/layout

## English 11 First Peoples

*It is expected that students will:*

### Oral Language

#### *Purposes*

- A1 describe the function, significance, and validity of the oral tradition
- A2 interact and collaborate in pairs and groups to
  - support the learning of self and all other participants in a discussion
  - communicate respectfully with peers and adults
  - explore ideas, information, emotions, and experiences
  - consider others’ perspectives
  - achieve consensus
  - respond to and critique a variety of texts
  - create a variety of texts
- A3 express ideas and information in a variety of situations and forms to
  - explore and respond
  - recall and describe
  - narrate and explain
  - argue, persuade, and critique
  - support and extend
  - engage and entertain
- A4 listen to comprehend a variety of authentic First Peoples oral texts reflecting a variety of purposes, messages, and contexts, including texts relating to
  - life lessons
  - individual and community responsibilities and obligations
  - rites of passage
  - family histories
  - creation stories
  - formal speeches

#### *Strategies*

- A5 select, adapt, and apply a range of strategies to interact and collaborate with others in pairs and groups, including
  - initiating and sharing responsibilities
  - listening attentively, respectfully, critically, and with purpose
  - contributing ideas and supporting the ideas of others
  - seeking out diverse perspectives
  - applying community protocol as appropriate
  - abiding by classroom protocol
  - reaching consensus or agreeing to differ
- A6 select, adapt, and apply a range of strategies to prepare oral communications, including
  - interpreting a task and setting a purpose
  - generating ideas
  - considering multiple perspectives
  - consulting multiple sources
  - synthesizing relevant knowledge and experiences
  - establishing the physical and social environment
  - planning, memorizing, and rehearsing presentations

- A7 select, adapt, and apply a range of strategies to express ideas and information in oral communications, including
- vocal techniques
  - style and tone
  - nonverbal techniques
  - visual aids
  - organizational and memory aids
  - methods of monitoring audience reactions
- A8 use listening strategies to understand, recall, and analyse a variety of texts, including
- extending understanding by accessing prior knowledge
  - making plausible predictions
  - synthesizing main points
  - generating critical questions
  - clarifying and confirming meaning

**Thinking**

- A9 speak and listen to make personal responses to texts, by
- making connections to prior knowledge and experiences
  - relating reactions and emotions to understanding of the text
  - generating thoughtful questions
  - making inferences
  - explaining opinions using reasons and evidence
  - suggesting contextual influences and relationships
- A10 speak and listen to interpret, analyse, and evaluate ideas, information, and understandings from a variety of texts, by
- examining and comparing ideas and concepts among texts
  - critiquing the speaker’s/author’s logic and quality of evidence
  - describing and critiquing perspectives
  - identifying and challenging bias, contradictions, and distortions
  - identifying the importance and impact of historical, social, and political contexts
- A11 speak and listen to synthesize and extend thinking, by
- personalizing ideas, information, and understandings
  - explaining relationships among ideas, information, and understandings
  - applying new ideas, information, and understandings
  - transforming existing ideas, information, and understandings
  - contextualizing ideas, information, and understandings
- A12 use metacognitive strategies to reflect on and assess their speaking and listening, by
- referring to criteria
  - making connections to First Peoples principles of learning
  - considering how culture and experience have shaped their approach to listening
  - setting goals for improvement
  - creating a plan for achieving goals
  - evaluating progress and setting new goals

**Features**

- A13 recognize and apply the structures and features of oral language to convey and derive meaning, including
- context
  - text structures
  - syntax
  - diction
  - usage conventions
  - rhetorical devices
  - vocal techniques
  - nonverbal techniques
  - idiomatic expressions

## **Reading and Viewing**

### ***Purposes***

- B1 read and view, both collaboratively and independently, a wide variety of authentic First Peoples texts, including texts from
  - local communities
  - other parts of North America and the world
- B2 read, both collaboratively and independently, to comprehend a wide variety of authentic First Peoples literary texts, such as
  - novels
  - short prose works
  - drama works
  - poems
- B3 read, both collaboratively and independently, to comprehend a wide variety of informational and persuasive texts dealing with a range of First Peoples topics, such as
  - articles and reports
  - biographies and autobiographies
  - magazines and newspapers
  - print and electronic reference material
  - advertising and promotional material
  - opinion-based material
  - student-generated material
- B4 view, both collaboratively and independently, to comprehend a variety of visual texts representing local and other BC First Peoples cultures, such as
  - film and video
  - photographs
  - paintings, carvings, totems, petroglyphs, pictographs
  - textiles, regalia, masks
  - dance, drama
  - graphic novels and illustrated literature
  - broadcast media
  - web sites
  - student-generated material
- B5 independently select and read, for sustained periods of time, authentic First Peoples texts for enjoyment and to increase fluency

### ***Strategies***

- B6 before reading and viewing, select, adapt, and apply a range of strategies to anticipate content and construct meaning, including
  - interpreting a task
  - setting a purpose or multiple purposes
  - accessing prior knowledge, including knowledge of genre, form, and context
  - making logical, detailed predictions
  - generating guiding or speculative questions
- B7 during reading and viewing, select, adapt, and apply a range of strategies to construct, monitor, and confirm meaning, including
  - comparing and refining predictions, questions, and images
  - making connections to First Peoples worldviews
  - making inferences and drawing conclusions
  - reading the text aloud or listening to it read aloud
  - summarizing and paraphrasing
  - using text features
  - determining the meaning of unknown words and phrases
  - clarifying meaning

- B8 after reading and viewing, select, adapt, and apply a range of strategies to extend and confirm meaning, and to consider author’s craft, including
- reflecting on predictions, questions, images, and connections made during reading
  - making connections to self, to identity, to other texts, and to place
  - reviewing text and purpose for reading
  - making inferences and drawing conclusions
  - summarizing, synthesizing, and applying ideas
  - identifying stylistic techniques
  -

**Thinking**

- B9 explain and support personal responses to texts, by
- making comparisons to other ideas and concepts
  - relating reactions and emotions to understanding of the text
  - developing opinions using reasons and evidence
  - suggesting contextual influences and relationships
- B10 interpret, analyse, and evaluate ideas and information from texts, by
- critiquing logic and quality of evidence
  - identifying and describing diverse voices
  - critiquing perspectives
  - identifying and challenging bias, contradictions, and distortions
  - identifying the importance and impact of social, political, and historical contexts
- B11 synthesize and extend thinking about texts, by
- making connections to First Peoples principles of learning
  - personalizing ideas, information, and understandings
  - explaining relationships among ideas, information, and understandings
  - applying new ideas, information, and understandings
  - contextualizing ideas, information, and understandings
  - transforming existing ideas and understandings
- B12 use metacognitive strategies to reflect on and assess their reading and viewing, by
- making connections between their exploration of personal identity and texts studied
  - referring to criteria
  - setting goals for improvement
  - creating a plan for achieving goals
  - evaluating progress and setting new goals

**Features**

- B13 recognize and explain how structures and features of First Peoples texts shape readers’ and viewers’ construction of meaning and appreciation of author’s craft, including
- functions of text
  - form and genre
  - literary elements
  - literary devices
  - use of language
  - non-fiction elements
  - visual/aesthetic devices
- B14 demonstrate increasing word skills and vocabulary knowledge, by
- analysing the origins and roots of words
  - determining meanings and uses of words based on context
  - identifying, selecting, and using appropriate academic and technical language
  - using vocabulary appropriate to audience and purpose
  - identifying selected terms from First Peoples languages
  - discerning nuances in meaning of words, considering social, political, historical, and literary contexts

## Writing and Representing

### *Purposes*

- C1 write meaningful personal texts that elaborate on ideas and information to
  - experiment
  - explore and express identity
  - support the well-being of self
  - make connections
  - reflect and respond
  - remember and recall
- C2 write purposeful informational texts that express ideas, information, and understanding to
  - explore and respond
  - record and describe
  - speculate and consider
  - argue and persuade
  - analyse and critique
  - engage
- C3 write effective imaginative texts to develop ideas, information, and understandings to
  - strengthen connections and insights
  - explore and adapt literary forms and techniques
  - experiment with increasingly sophisticated language and style
  - engage and entertain
- C4 create thoughtful representations, individually and collaboratively, that communicate ideas, information, and understandings to
  - reflect, explore, and respond
  - record and describe
  - explain and persuade
  - make connections
  - engage

### *Strategies*

- C5 select, adapt, and apply a range of strategies to generate, develop, and organize ideas for writing and representing, including
  - making connections
  - setting a purpose and considering audience
  - gathering and summarizing ideas from personal interest, knowledge, and inquiry
  - analysing writing samples or models
  - setting class-generated criteria
- C6 select, adapt, and apply a range of drafting and composing strategies while writing and representing, including
  - using a variety of oral, written, and visual sources to collect ideas and information
  - generating text independently and collaboratively
  - organizing and synthesizing ideas and information
  - analysing writing samples or models
  - creating and consulting criteria
- C7 select, adapt, and apply a range of strategies to revise, edit, and publish writing and representing, including
  - checking work against established criteria
  - enhancing supporting details and examples
  - refining specific aspects and features of text
  - proofreading

**Thinking**

- C8 write and represent to explain and support personal responses to texts, by
- making comparisons to other ideas and concepts
  - relating reactions and emotions to understanding of the text
  - developing opinions using reasons and evidence
  - suggesting contextual influences and relationships
- C9 write and represent to interpret, analyse, and evaluate ideas and information from texts, by
- critiquing logic and quality of evidence
  - relating and critiquing perspectives
  - identifying and challenging bias, contradictions, and distortions
  - identifying the importance and impact of social, political, and historical contexts
- C10 write and represent to synthesize and extend thinking, by
- personalizing ideas, information, and understandings
  - explaining relationships among ideas, information, and understandings
  - applying new ideas, information, and understandings
  - contextualizing ideas, information, and understandings
  - transforming existing ideas and understandings
- C11 use metacognitive strategies to reflect on and assess their writing and representing, by
- making connections to First Peoples principles of learning
  - relating their work to criteria set by self or others
  - setting goals for improvement
  - creating a plan for achieving goals
  - evaluating progress and setting new goals

**Features**

- C12 use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including
- syntax and sentence fluency
  - diction
  - point of view
  - literary devices
  - visual/aesthetic devices
- C13 use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including
- organization of ideas and information
  - text features and visual/aesthetic devices
- C14 use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including
- grammar and usage
  - Canadian conventions for spelling, punctuation, and capitalization
  - copyright and citation of references
  - presentation/layout





Student Achievement

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*English 10 and 11 First Peoples*



This section contains information about classroom assessment and student achievement, including specific achievement indicators that may be used to assess student performance in relation to each Prescribed Learning Outcome. Also included in this section are key elements, which provide an overview of content for each curriculum organizer.

## Classroom Assessment and Evaluation

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student achievement is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to Prescribed Learning Outcomes.

Three major types of assessment can be used in conjunction with each other to support student achievement.

- Assessment **for** learning is assessment for purposes of greater learning achievement.
- Assessment **as** learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment **of** learning is assessment for purposes of providing evidence of achievement for reporting.

### *Assessment for Learning*

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment — to

acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on Prescribed Learning Outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

The EFP 10 and 11 curriculum recognizes the importance of assessment for learning through the inclusion of Prescribed Learning Outcomes related to metacognition in the Thinking suborganizer of all three curriculum organizers.

### *Assessment as Learning*

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the

ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

The EFP 10 and 11 curriculum recognizes the importance of assessment as learning through the inclusion of Prescribed Learning Outcomes related to metacognition in the Thinking suborganizer of all three curriculum organizers.

**Assessment of Learning**

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the

year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students’ achievement in relation to provincial and national standards. The large-scale provincial assessment for English 10 First Peoples is the graduation program examination, worth 20% of the final course mark. This exam is a requirement for all students taking EFP 10 in order to receive credit for the course.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to [www.bced.gov.bc.ca/policy/policies/student\\_reporting.htm](http://www.bced.gov.bc.ca/policy/policies/student_reporting.htm)

<b>Assessment for Learning</b>	<b>Assessment as Learning</b>	<b>Assessment of Learning</b>
<p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> <li>• teacher assessment, student self-assessment, and/or student peer assessment</li> <li>• criterion-referenced — criteria based on Prescribed Learning Outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task</li> <li>• involves both teacher and student in a process of continual reflection and review about progress</li> <li>• teachers adjust their plans and engage in corrective teaching in response to formative assessment</li> </ul>	<p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> <li>• self-assessment</li> <li>• provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning</li> <li>• student-determined criteria based on previous learning and personal learning goals</li> <li>• students use assessment information to make adaptations to their learning process and to develop new understandings</li> </ul>	<p>Summative assessment <i>occurs at end of year or at key stages</i></p> <ul style="list-style-type: none"> <li>• teacher assessment</li> <li>• may be either criterion-referenced (based on Prescribed Learning Outcomes) or norm-referenced (comparing student achievement to that of others)</li> <li>• information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)</li> <li>• used to make judgments about students’ performance in relation to provincial standards</li> </ul>

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at [www.wncp.ca](http://www.wncp.ca)

### ***Criterion-Referenced Assessment and Evaluation***

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the Prescribed Learning Outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the Prescribed Learning Outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

Criterion-referenced assessment and evaluation may involve these steps:

- Step 1** Identify the Prescribed Learning Outcomes and suggested achievement indicators that will be used as the basis for assessment.
- Step 2** Establish criteria. When appropriate, involve students in establishing criteria.
- Step 3** Plan learning activities that will help students gain the attitudes, skills, or knowledge outlined in the criteria.
- Step 4** Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 5** Provide examples of the desired levels of performance.
- Step 6** Conduct the learning activities.
- Step 7** Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.
- Step 8** Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 9** Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.
- Step 10** Communicate the results of the assessment and evaluation to students and parents/guardians.

## Key Elements

Key elements provide an overview of content in each curriculum organizer.

## Achievement Indicators

To support the assessment of provincially prescribed curricula, this document includes sets of achievement indicators in relation to each Prescribed Learning Outcome.

Achievement indicators, taken together as a set, define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding Prescribed Learning Outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the Prescribed Learning Outcome. Each achievement indicator defines only one aspect of the corresponding Prescribed Learning Outcome. It should be noted that the achievement indicators are designed to be considered as an entire set when determining whether students have fully met the Prescribed Learning Outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the Prescribed Learning Outcome (e.g., a constructed

response such as a list, comparison, analysis, or chart; a product created and presented such as a report, drama presentation, poster, letter, or model; a particular skill demonstrated such as goal setting).

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

The following pages contain the suggested achievement indicators corresponding to each Prescribed Learning Outcome for the English 10 and 11 First Peoples curriculum. The achievement indicators are arranged by curriculum organizer and suborganizer; however, this order is not intended to imply a required sequence of instruction and assessment.



Student Achievement

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*English 10 First Peoples*

## Key Elements: English 10 First Peoples

For information about **authentic First Peoples texts**, please refer to the Learning Resources section later in this document.

### Oral Language

- function, significance, and validity of the oral tradition (definitions, types, historical and contemporary purposes)
- interacting in groups to achieve a variety of purposes
- dialogue skills
- talking circles
- expressing information and ideas orally
- listening to authentic First Peoples oral texts (e.g., life lessons, rites of passage, family histories, creation stories, formal speeches)
- contexts of oral texts (e.g., time, place, audience)
- point of view, bias, and implicit perspectives
- memorization
- oral communication strategies — before, during, and after
- assessing effectiveness of presentations
- making connections, extending and transforming understandings
- making connections to First Peoples principles of learning
- personalizing information from oral texts
- metacognitive strategies
- structures and features of oral language and First Peoples oral texts (e.g., rhetorical devices, tone, pacing)

### Reading and Viewing

- reading and viewing authentic First Peoples texts (e.g., poetry, novels, short stories, essays, films, plays)
- informational and persuasive texts dealing with a range of First Peoples topics
- visual texts representing local and other BC First Peoples cultures (e.g., documentary films, masks, regalia, paintings, textiles, carvings, dance, drama, web sites)
- reading authentic First Peoples texts for enjoyment and to increase fluency
- purposes of texts
- making inferences and offering insights
- making connections, extending and transforming understandings
- reading and viewing strategies — before, during, and after
- assessing effectiveness of presentations
- point of view, bias, and implicit perspectives
- personalizing information from texts read and viewed
- metacognitive strategies
- making connections to First Peoples principles of learning
- structures and features of works read and viewed (e.g., literary elements, literary devices, use of language, non-fiction elements, visual/aesthetic devices, word choice)

### Writing and Representing

- writing personal texts (e.g., to experiment, express self, make connections, reflect and respond, remember and recall)
- writing informational texts (e.g., to explore and respond, record and describe, speculate and consider, argue and persuade, analyse and critique, engage)
- writing imaginative texts (e.g., to strengthen connections and insights, explore and adapt literary forms and techniques, experiment with increasingly sophisticated language and style, engage and entertain)
- creating representations (e.g., to explore and respond, record and describe, explain and persuade, engage)
- writing strategies — before, during, and after
- assessing effectiveness of presentations
- making connections, extending and transforming understandings
- metacognitive strategies
- making connections to First Peoples principles of learning
- structures and features of writing and representing (e.g., syntax, diction, point of view, literary devices, organization, visual/aesthetic components)

## Oral Language

### Oral Language — Purposes

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 describe the function and significance of the oral tradition</p>	<ul style="list-style-type: none"> <li>▶ demonstrate an awareness of the similarities and differences in the function and significance of the oral tradition in a range of First Peoples cultures</li> <li>▶ define oral tradition (e.g., the means by which cultural transmission occurs over generations, other than through written records)</li> <li>▶ identify a range of First Peoples oral texts (e.g., stories, songs, speeches, drama)</li> <li>▶ identify various uses and purposes of First Peoples oral texts, including               <ul style="list-style-type: none"> <li>– ensuring well-being of the community and cultural continuity (e.g., knowledge of ancestors, language)</li> <li>– telling creation stories</li> <li>– teaching (e.g., life lessons, community responsibilities, rites of passage)</li> <li>– recording personal, family, and community histories</li> <li>– oral history — recording use of land and territory, political agreements, changes in rights and responsibilities, and ceremonial proceedings</li> <li>– “mapping” the geography and resources of an area</li> <li>– healing</li> </ul> </li> <li>▶ give an example of legal application of the oral tradition (e.g., treaties and title such as Nisga’a, resource disputes such as Delgamuukw or Xeni Gwetin, environmental impact studies such as in Puntledge River Dam, The Berger Inquiry, establishing historical fact such as in Stanley Park)</li> <li>▶ identify issues related to ownership of oral texts (e.g., some knowledge is sacred and only shared with permission and/or in certain situations)</li> </ul>
<p>A2 interact and collaborate in pairs and groups to</p> <ul style="list-style-type: none"> <li>– support the learning of self and all other participants in a discussion</li> <li>– communicate respectfully with peers and adults</li> <li>– explore ideas, information, emotions, and experiences</li> <li>– acknowledge and recognize others’ perspectives</li> <li>– seek consensus</li> <li>– respond to and analyse a variety of texts</li> <li>– create a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>▶ demonstrate effective oral interaction skills (e.g., listen and speak respectfully, ask questions, take turns, use silence appropriately and respect others’ silences)</li> <li>▶ participate in talking circles for specific group purposes, applying local conventions (e.g., object used for turn-taking, clockwise or counter-clockwise order, expectation of confidentiality)</li> <li>▶ collaborate with members of a group to achieve consensus or for other purposes (e.g., critique a documentary, prepare an oral presentation, establish assessment criteria)</li> <li>▶ adjust group roles and responsibilities to achieve purpose (e.g., solve problems, redistribute tasks, refine approach)</li> <li>▶ demonstrate active nonverbal participation in group activities (e.g., physical proximity to group, eye contact, facial expression)</li> </ul>
<p>A3 express ideas and information in a variety of situations and forms to</p> <ul style="list-style-type: none"> <li>– explore and respond</li> <li>– recall and describe</li> <li>– narrate and explain</li> <li>– argue, persuade, and support</li> <li>– engage and entertain</li> </ul>	<ul style="list-style-type: none"> <li>▶ articulate the purpose for speaking</li> <li>▶ sustain group and class discussions through relevant and thoughtful contributions (e.g., offer additional examples)</li> <li>▶ recall a story or knowledge that was shared orally, and share it with others</li> <li>▶ provide clear organizational cues when presenting or discussing (e.g., emphasize and build on key points)</li> <li>▶ modify language, ideas, and information in relation to the needs and interests of the audience</li> <li>▶ present persuasive arguments for given purposes and audiences</li> <li>▶ present ideas, information, and emotions in engaging and relevant ways (e.g., incorporating metaphors, visuals, props)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A4 listen to comprehend a variety of authentic First Peoples oral texts, including texts relating to</p> <ul style="list-style-type: none"> <li>- life lessons</li> <li>- individual and community responsibilities and obligations</li> <li>- rites of passage</li> <li>- family histories</li> <li>- creation stories</li> <li>- formal speeches</li> </ul>	<ul style="list-style-type: none"> <li>▶ identify the purpose of the text, and the evidence used to support that purpose</li> <li>▶ identify the values expressed in or implied by the text</li> <li>▶ identify rhetorical techniques used in oral texts (e.g., satire, humour, irony, metaphor, rhythm, circular structure, citing evidence, timing, audience interaction and participation)</li> <li>▶ recognize contexts of oral texts (e.g., time, place, audience)</li> <li>▶ where relevant, recognize text-specific devices and elements (e.g., characters and archetypes, setting, theme, mood, figurative language, metre)</li> <li>▶ compare elements of form in oral texts to those used in written texts (e.g., circular structure, repetition)</li> <li>▶ demonstrate effective listening by paraphrasing, summarizing, clarifying, and questioning ideas and information</li> <li>▶ make judgments about the effectiveness of the text (e.g., in relation to purpose, ideas, rhetorical techniques, consistent tone)</li> <li>▶ identify how they can apply the teachings of the texts to their own lives and actions</li> </ul>

*Oral Language — Strategies*

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A5 select, adapt, and apply a range of strategies to interact and collaborate with others in pairs and groups, including</p> <ul style="list-style-type: none"> <li>- initiating and sharing responsibilities</li> <li>- listening attentively, respectfully, critically, and with purpose</li> <li>- contributing ideas and supporting the ideas of others</li> <li>- acknowledging and discussing diverse points of view</li> <li>- applying community protocol as appropriate</li> <li>- abiding by classroom protocol</li> <li>- reaching consensus or agreeing to differ</li> </ul>	<ul style="list-style-type: none"> <li>▶ formulate a personal definition of consensus and how to achieve it</li> <li>▶ identify ways they can contribute to consensus building</li> <li>▶ practise “listening to listen” as opposed to “listening to respond,” and reflect upon the experience</li> <li>▶ create ways for group members to achieve task requirements (e.g., flow charts, class-generated criteria)</li> <li>▶ create and follow classroom guidelines for interacting (e.g., listen and speak respectfully, respect silences, use an object for turn-taking)</li> <li>▶ ask questions to clarify views or ideas of others</li> <li>▶ encourage and extend ideas stated by others (e.g., arguing multiple perspectives on an issue)</li> <li>▶ elicit and examine different points of view (e.g., brainstorm non-represented perspectives on the topic)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A6 select, adapt, and apply a range of strategies to prepare oral communications, including</p> <ul style="list-style-type: none"> <li>– interpreting a task and setting a purpose</li> <li>– generating ideas</li> <li>– considering multiple perspectives</li> <li>– consulting multiple sources</li> <li>– synthesizing relevant knowledge and experiences</li> <li>– establishing the physical and social environment</li> <li>– planning, memorizing, and rehearsing presentations</li> </ul>	<ul style="list-style-type: none"> <li>▶ identify purpose and audience (e.g., choose register and diction appropriate to task and audience)</li> <li>▶ brainstorm topics or ideas</li> <li>▶ compare and select relevant ideas and information</li> <li>▶ describe varying perspectives related to the topic</li> <li>▶ organize information around key ideas or questions</li> <li>▶ combine own and others’ ideas on a topic</li> <li>▶ choose techniques for presenting (e.g., physical and social environment, use of props or visual aids)</li> <li>▶ cite reasons for different oral communication environment choices (e.g., indoors vs. outdoors, circle vs. podium, use and significance of object for turn-taking)</li> <li>▶ commit texts to memory for presentation (e.g., poetry, speeches, drama scenes, prose passages)</li> <li>▶ identify at least one benefit of memorizing texts (e.g., to personalize and internalize learning, to facilitate a more fluid delivery of the text)</li> <li>▶ state personal reasons for selecting a text for memorization</li> <li>▶ consider others’ feedback and offer constructive feedback to others</li> </ul>
<p>A7 select, adapt, and apply a range of strategies to express ideas and information in oral communications, including</p> <ul style="list-style-type: none"> <li>– vocal techniques</li> <li>– style and tone</li> <li>– nonverbal techniques</li> <li>– visual aids</li> <li>– organizational and memory aids</li> <li>– methods of monitoring audience reactions</li> </ul>	<ul style="list-style-type: none"> <li>▶ use and adjust vocal techniques (e.g., inflection, pitch, enunciation) to make presentations effective and appropriate to audience</li> <li>▶ use and adjust nonverbal techniques (e.g., eye contact, body language, proximity) to make presentations effective and appropriate to audience</li> <li>▶ use props, diagrams, electronic presentations, and artefacts (e.g., feather, talking stick) to enhance delivery</li> <li>▶ use organizational and memory prompts to aid effective delivery (e.g., notes, index cards, outlines)</li> <li>▶ demonstrate how speaking style and tone (e.g., diction, pace) can vary according to audience and occasion</li> <li>▶ monitor listeners’ reactions (e.g., attend to subtle cues from audience) and make adjustments accordingly (e.g., adjust pace)</li> </ul>
<p>A8 use listening strategies to understand, recall, and analyse a variety of texts, including</p> <ul style="list-style-type: none"> <li>– extending understanding by accessing prior knowledge</li> <li>– making plausible predictions</li> <li>– summarizing main points</li> <li>– generating thoughtful questions</li> <li>– clarifying and confirming meaning</li> </ul>	<ul style="list-style-type: none"> <li>▶ explain predictions (e.g., how reached, evidence)</li> <li>▶ identify and restate important points (e.g., paraphrase, diagram)</li> <li>▶ use examples beyond the text when making connections (e.g., text-to-text, text-to-self, text-to-world)</li> <li>▶ consider and suggest a main idea or theme and provide support</li> <li>▶ distinguish between fact and opinion</li> <li>▶ identify point of view and speaker bias</li> <li>▶ identify when and describe why understanding failed (e.g., “I missed the controlling idea.” “My attention wandered.”)</li> <li>▶ act to re-establish meaning (e.g., ask for a definition or background information)</li> </ul>

Oral Language — Thinking

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A9 speak and listen to make personal responses to texts, by</p> <ul style="list-style-type: none"> <li>– making connections to prior knowledge and experiences</li> <li>– relating reactions and emotions to understanding of the text</li> <li>– generating thoughtful questions</li> <li>– making inferences</li> <li>– explaining opinions using reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>▶ articulate connections between oral texts and prior knowledge or experience (e.g., “I can empathize more with the main character from a trickster tale now that I’ve heard this story …” “I understand the struggle to find identity now that I’ve heard the speaker’s story about …”)</li> <li>▶ use oral modes to express response to oral, written, or visual texts (e.g., questions, class discussion, interview, speech, drama, poetry, storytelling, song, reporting)</li> <li>▶ express a personal response to oral texts through a variety of modes (e.g., journal, speech, drama, dance, poetry, visual representation, multimedia, song, storytelling, reporting)</li> <li>▶ ask questions that deepen personal response (e.g., “What is influencing my reaction?” “Would others feel this way?” “What are other ways I could be feeling about this?”)</li> <li>▶ identify and explain possible bias (e.g., “The speaker has a financial stake in the outcome of the land claims issue.” “The speaker failed to mention how this proposal would impact the local First Nations community.”)</li> <li>▶ explain inferences drawn from the text</li> <li>▶ give reasons for personal opinion using evidence from text</li> <li>▶ explain the social and historical influences on the text</li> </ul>
<p>A10 speak and listen to interpret, analyse, and evaluate ideas, information, and understandings from a variety of texts, by</p> <ul style="list-style-type: none"> <li>– examining and comparing ideas and elements among texts</li> <li>– making and supporting reasoned judgments</li> <li>– describing and comparing perspectives</li> <li>– describing bias, contradictions, and non-represented perspectives</li> <li>– identifying the importance and impact of historical and cultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>▶ compare similar ideas and information presented in different texts (e.g., by analogies, associations, graphic organizers)</li> <li>▶ restate/paraphrase purpose and main ideas, and identify supporting evidence</li> <li>▶ use self-, class- or teacher-generated criteria to assess the effectiveness of the presentation in achieving speaker’s intended purpose</li> <li>▶ use self-, class-, or teacher-generated criteria to assess ideas and information presented</li> <li>▶ express and explain feelings evoked by a text</li> <li>▶ provide reasoned interpretations and judgments based on textual and/or inter-textual evidence</li> <li>▶ identify words, elements, and techniques that influence the audience’s feelings and attitudes (e.g., suspense, dialogue, character)</li> <li>▶ identify instances of bias and suggest alternatives for a more balanced perspective (e.g., “When he said that <i>all</i> HBC trades were unfair, he could have said that <i>some</i> were unfair.”)</li> <li>▶ explain social or historical influences</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A11 speak and listen to synthesize and extend thinking, by</p> <ul style="list-style-type: none"> <li>– personalizing ideas, information, and understandings</li> <li>– explaining relationships among ideas, information, and understandings</li> <li>– applying new ideas, information, and understandings</li> <li>– transforming existing ideas, information, and understandings</li> <li>– contextualizing ideas, information, and understandings</li> </ul>	<ul style="list-style-type: none"> <li>▶ combine prior knowledge with newly acquired information and ideas</li> <li>▶ trace the development of their changing opinions (e.g., comparing opinions on a topic before and after listening to a speaker)</li> <li>▶ generate questions to enhance understanding, explore possibilities, and lead to further inquiry</li> <li>▶ defend an idea with supporting evidence</li> <li>▶ consider and suggest other outcomes or solutions</li> <li>▶ compile, compare, and build on the ideas of others and voice new understandings (e.g., present holistic interpretations)</li> <li>▶ apply newly acquired ideas, information, or strategies to new situations or tasks</li> <li>▶ present and defend alternative viewpoints (e.g., related to interactions of a text, interactions in class, different speakers on the same topic)</li> <li>▶ explain how social and historical factors influence ideas in the text</li> </ul>
<p>A12 use metacognitive strategies to reflect on and assess their speaking and listening, by</p> <ul style="list-style-type: none"> <li>– referring to criteria</li> <li>– making connections to First Peoples principles of learning</li> <li>– setting goals for improvement</li> <li>– creating a plan for achieving goals</li> <li>– evaluating progress and setting new goals</li> </ul>	<ul style="list-style-type: none"> <li>▶ refer to First Peoples principles of learning during self-assessment (e.g., “I understand how the story the Elder told us cannot be shared outside the circle.” “I can really see how what the guest speaker talked about contributes to the wellness of our community.”)</li> <li>▶ reflect on the correlation between effort and results (e.g., effect of inadequate preparation for a speaking assignment)</li> <li>▶ identify how their speaking and listening has changed (e.g., understanding the importance of wait time when asking questions in group discussions)</li> <li>▶ contribute relevant ideas and opinions to discussions about effective speaking and listening</li> <li>▶ generate and select criteria for speaking and listening, taking account of purpose, audience, and occasion</li> <li>▶ identify and support choice of strategies used to extend speaking and listening skills</li> <li>▶ evaluate speaking through meaningful self-assessment (e.g., “I encouraged everyone to participate.” “I was afraid to speak up, but I did anyway.” “I was able to choose which feedback was useful and which was not.” “Listening to my peers’ speeches gave me ideas for how I can improve my own oral presentations.”)</li> <li>▶ evaluate listening through meaningful self-assessment (e.g., “I show that I am listening when I ...” “I was attentive to what the guest speaker had to say.”)</li> <li>▶ set speaking and listening goals and create a plan to achieve them (e.g., “I need to focus more on listening, so I will write my responses down while waiting for my turn to speak.” “I will use paraphrasing to verify what I have heard.”)</li> <li>▶ periodically review goals and assess progress (e.g., “I’m getting better at...”, “I need to continue to work on...” “Based on feedback from my classmates, I will ...”)</li> </ul>

Oral Language — Features

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A13 recognize and apply the structures and features of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> <li>– context</li> <li>– text structures</li> <li>– syntax</li> <li>– diction</li> <li>– usage conventions</li> <li>– rhetorical devices</li> <li>– vocal techniques</li> <li>– nonverbal techniques</li> <li>– idiomatic expressions</li> </ul>	<ul style="list-style-type: none"> <li>▶ describe the relationships among knowledge, history, and language (e.g., some indigenous knowledge and history is imbedded in the language, and may be lost when the language is lost; First Peoples languages continue to incorporate new words and new meanings)</li> <li>▶ give examples of how First Peoples languages reflect elements of culture and worldview (e.g., in Ditidaht, the phrase for being prepared, “<i>duu'bai'ultlibtid how'thli</i>,” meaning “always, we were prepared/ready,” means being prepared for all eventualities including the weather, war, invitations, births, funerals, etc., so that a village can move or defend its territory at a moment’s notice; in the Métis <i>Stories of the Road Allowance People</i>, the pronoun “he” is used for all people and objects)</li> <li>▶ demonstrate an appreciation for the use of selected terms from a First Peoples language to add meaning to an oral presentation</li> <li>▶ identify context (e.g., audience, purpose, occasion)</li> <li>▶ select appropriate tone (e.g., formal, informal) and diction (e.g., vocabulary, appropriate use of colloquialisms and idioms)</li> <li>▶ demonstrate context-specific behaviours that contribute to successful listening (e.g., respectful attention and appropriate response)</li> <li>▶ identify and use some typical text structures (e.g., dramatic monologue, circular) to shape meaning in texts</li> <li>▶ identify and use some typical rhetorical devices (e.g., repetition, questions) to shape meaning in texts</li> <li>▶ relate text structures and rhetorical devices to First Peoples principles of learning (e.g., use of parallelisms and repetitions in stories told by Elders, use of repeated rhetorical questions in Chief Dan George’s “Lament for Confederation”)</li> <li>▶ use varied syntax (e.g., sentence fragments for effect) and accepted conventions of usage (e.g., correct use of adverbs)</li> <li>▶ avoid repetitive “filler” words and expressions (e.g., like, you know, right, um)</li> <li>▶ in formal situations, speak with clarity, appropriate pace, timing, and volume, and with purposeful inflection</li> <li>▶ when speaking, use body language and gestures to convey and clarify meaning or for emphasis</li> <li>▶ when listening, identify how a speaker’s mode of delivery — including tone, pace, gestures, body language, or emphasis — conveys meaning</li> </ul>

## Reading and Viewing

For information about **authentic First Peoples texts**, please refer to the Learning Resources section later in this document.

### Reading and Viewing — Purposes

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 read and view, both collaboratively and independently, a wide variety of authentic First Peoples texts, including texts from</p> <ul style="list-style-type: none"> <li>– local communities</li> <li>– other parts of North America and the world</li> </ul>	<ul style="list-style-type: none"> <li>▶ demonstrate an awareness of the diversity within and across First Peoples societies represented in texts (e.g., variety of worldviews and perspectives, diverse traditions, range of historical experiences, wealth of human experiences)</li> <li>▶ state the value of reading a variety of First Peoples texts</li> <li>▶ compare elements of texts from local communities to elements in First Peoples texts from other parts of the world (e.g., connection to the land in Maori texts, use of humour in African texts, trickster characters)</li> </ul>
<p>B2 read, both collaboratively and independently, to comprehend a wide variety of authentic First Peoples literary texts in a range of prose and poetry forms</p>	<ul style="list-style-type: none"> <li>▶ identify how elements of prose forms — such as setting, plot, character, theme, and style — influence each other (e.g., elements of setting develop conflict, theme influences style, symbol relates to character)</li> <li>▶ identify how elements of poetry — such as figurative language, mood, form, style, and metre — contribute to construction of meaning (e.g., metre contributes to understanding of the subject, recurring symbols contribute to the development of theme)</li> <li>▶ offer relevant observations and inferences about the text and/or author (e.g., “When I read <i>April Raintree</i>, I thought many of the events sounded very autobiographical.”)</li> <li>▶ make and support connections between the text and personal experience</li> <li>▶ make and support connections to other texts</li> <li>▶ make reasoned judgments about aspects of the text and/or the text as a whole</li> </ul>
<p>B3 read, both collaboratively and independently, to comprehend a variety of informational and persuasive texts dealing with a range of First Peoples topics, such as</p> <ul style="list-style-type: none"> <li>– articles and reports</li> <li>– biographies and autobiographies</li> <li>– magazines, and newspapers</li> <li>– print and electronic reference material</li> <li>– advertising and promotional material</li> <li>– opinion-based material</li> <li>– student-generated material</li> </ul>	<ul style="list-style-type: none"> <li>▶ compare features of a range of persuasive forms (e.g., written article vs. documentary film)</li> <li>▶ determine and state a purpose for reading</li> <li>▶ indicate purposes for re-reading</li> <li>▶ paraphrase main ideas</li> <li>▶ locate details relevant to reader’s purpose, including those provided in visual or graphic materials (e.g., charts, graphs, maps)</li> <li>▶ make notes that distinguish between key ideas and supporting details and/or between fact and opinion</li> <li>▶ support inferences or interpretations with specific evidence from the text</li> <li>▶ use glossaries, tables of contents, indices, appendices, navigation bars, and search engines to locate specific information</li> <li>▶ access information from a variety of sources, including magazines, newspapers, web sites, and anthologies</li> <li>▶ compare a variety of perspectives and sources on a single topic</li> <li>▶ make judgments about accuracy and authenticity of information in texts (e.g., with reference to bias, authorship, reliability of source, currency)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B4 view, both collaboratively and independently, to comprehend a variety of visual texts representing local and other BC First Peoples cultures, such as</p> <ul style="list-style-type: none"> <li>– film and video</li> <li>– photographs</li> <li>– paintings, carvings, totems, petroglyphs, pictographs</li> <li>– textiles, regalia, masks</li> <li>– dance, drama</li> <li>– graphic novels and illustrated literature</li> <li>– broadcast media</li> <li>– web sites</li> <li>– student-generated material</li> </ul>	<ul style="list-style-type: none"> <li>▶ explain how viewing texts with the support of local First Peoples community members helps facilitate understanding of those texts</li> <li>▶ explain how visual elements (e.g., line, texture, layout, colour) and aural elements (e.g., music, sound effects, voiceover) create meaning</li> <li>▶ compare information from a variety of visual and/or non-visual texts on the same topic</li> <li>▶ offer reasonable interpretations of the purpose of the visual text (e.g., telling stories, recording events, celebrating, representing community structures and hierarchies)</li> <li>▶ identify visual content that affects the viewer’s response</li> <li>▶ make inferences about material that is implicit in or absent from a text (e.g., unintentional or intentional use of images to evoke emotion in viewer, lack of representation of cultural diversity)</li> <li>▶ make and justify inferences and predictions about visual texts (e.g., “This artefact is an example of cultural appropriation because …”)</li> <li>▶ compare elements of visual texts representing local cultures to those from other parts of BC</li> </ul>
<p>B5 independently select and read, for sustained periods of time, authentic First Peoples texts for enjoyment and to increase fluency</p>	<ul style="list-style-type: none"> <li>▶ choose texts of appropriate difficulty (e.g., vocabulary preview, paraphrase a paragraph)</li> <li>▶ select texts based on personal interest or topic of study (e.g., preview table of contents, choose by genre and/or author, choose resource from a text set)</li> <li>▶ read independently every day (e.g., 15-20 minutes in class, 30-45 minutes on own time)</li> <li>▶ track and/or describe independent reading (e.g., home reading logs, literary journals, book reviews, partner talk)</li> <li>▶ offer to read aloud to various audiences (e.g., family members, a partner, information circle, research group)</li> <li>▶ use knowledge of genre and text structure to improve fluency and expression when reading aloud</li> <li>▶ talk about independent reading as an enjoyable and shared experience</li> <li>▶ describe text, author, and/or genre preferences</li> </ul>

**Reading and Viewing — Strategies**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B6 before reading and viewing, select, adapt, and apply a range of strategies to anticipate content and construct meaning, including</p> <ul style="list-style-type: none"> <li>– interpreting a task</li> <li>– setting a purpose or multiple purposes</li> <li>– accessing prior knowledge, including knowledge of genre, form, and context</li> <li>– making logical, detailed predictions</li> <li>– generating guiding or speculative questions</li> </ul>	<ul style="list-style-type: none"> <li>▶ articulate a purpose for reading and viewing</li> <li>▶ explain what is already known about the topic and genre/form</li> <li>▶ use a variety of sources to locate information and expand background knowledge about the topic, author, genre, form, and context (e.g., community sources, Internet, books)</li> <li>▶ sort and categorize key terms and/or images provided</li> <li>▶ state and support predictions based on prior knowledge and preview of the text</li> <li>▶ generate and ask questions to guide reading and viewing</li> <li>▶ revise or generate graphic organizers based on purpose for reading (e.g., for collecting ideas)</li> <li>▶ explain how selected note-taking assists in summarizing the text</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B7 during reading and viewing, select, adapt, and apply a range of strategies to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> <li>– comparing and refining predictions, questions, and images</li> <li>– making connections to First Peoples worldviews</li> <li>– making inferences and drawing conclusions</li> <li>– reading the text aloud or listening to it read aloud</li> <li>– summarizing and paraphrasing</li> <li>– using text features</li> <li>– determining the meaning of unknown words and phrases</li> <li>– clarifying meaning</li> </ul>	<ul style="list-style-type: none"> <li>▶ discuss, explain, and compare predictions</li> <li>▶ identify and communicate text-to-text, text-to-self, and/or text-to-world connections made while reading (e.g., using concept maps, journal response, coding text, partner chats)</li> <li>▶ share, record, and revise questions and inferences</li> <li>▶ describe, sketch, or use graphic organizers to record mental images</li> <li>▶ recognize components of First Peoples worldviews reflected in texts studied (e.g., examples of stewardship and sustainability in the novel <i>Cibou</i>)</li> <li>▶ identify graphic and visual cues used to find information and clarify understanding (e.g., glossaries, summaries, questions in text, outlines, sidebars, navigation bars, hyperlinks)</li> <li>▶ make notes using multiple levels of hierarchy (e.g., outlines, mind maps, critical timelines)</li> <li>▶ restate main ideas and events in own words</li> <li>▶ read texts aloud or listen to texts read aloud to hear how the sound of the language (e.g., alliteration, rhythm, inflection, pacing) enhances the appeal of the text</li> <li>▶ apply genre-specific reading strategies (e.g., reading the visuals is as important as the reading words in graphic novels), and articulate how these strategies can be transferred to other genres</li> <li>▶ use context cues, word structure, illustrations, and classroom resources to understand unfamiliar vocabulary</li> <li>▶ identify difficulties in reading comprehension and apply appropriate strategies to make sense of the text</li> </ul>
<p>B8 after reading and viewing, select, adapt, and apply a range of strategies to extend and confirm meaning and to consider author's craft, including</p> <ul style="list-style-type: none"> <li>– reflecting on predictions, questions, images, and connections made during reading</li> <li>– making connections to self, to identity, to other texts, and to place</li> <li>– reviewing text and purpose for reading</li> <li>– making inferences and drawing conclusions</li> <li>– summarizing, synthesizing, and applying ideas</li> <li>– identifying stylistic techniques</li> </ul>	<ul style="list-style-type: none"> <li>▶ consider and express initial responses (e.g., journal entry, partner talk, small-group and whole-group discussion, literature circles)</li> <li>▶ generate and communicate questions related to and going beyond the text</li> <li>▶ identify and communicate text-to-text, text-to-self, and/or text-to-world connections (e.g., using journal response, talking circle, exit slips)</li> <li>▶ re-state the main ideas and provide supporting details</li> <li>▶ suggest inferences and conclusions supported by evidence from the text</li> <li>▶ consider and express alternative interpretations of the text</li> <li>▶ compare the ideas expressed in the text to ideas from other sources (e.g., prior knowledge and assumptions, partner talk, class discussions, secondary texts, media sources)</li> <li>▶ generate and integrate new ideas (e.g., suggest an alternative approach, articulate personal change, suggest what is missing in other texts)</li> <li>▶ discuss elements of style used by the author (e.g., use of syntax, humour, circular structure, speaker's voice)</li> <li>▶ describe how knowledge of a text is extended when it is revisited at a later date</li> </ul>

Reading and Viewing — Thinking

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B9 explain and support personal responses to texts, by</p> <ul style="list-style-type: none"> <li>– making comparisons to other ideas and concepts</li> <li>– relating reactions and emotions to understanding of the text</li> <li>– explaining opinions using reasons and evidence</li> <li>– suggesting contextual influences</li> </ul>	<ul style="list-style-type: none"> <li>▶ make and explain comparisons between a text and their own ideas, beliefs, experiences, and feelings</li> <li>▶ describe and discuss emotions evoked by text supported by reasons, questions, explanations, and evidence</li> <li>▶ express opinions regarding text supported by reasons, explanations, and evidence</li> <li>▶ make and support connections to reading and viewing selections</li> <li>▶ show how personal context affects response to a text (e.g., “I was really able to relate to the protagonist because I’ve experienced stereotyping just she did.”)</li> </ul>
<p>B10 interpret, analyse, and evaluate ideas and information from texts, by</p> <ul style="list-style-type: none"> <li>– making and supporting reasoned judgments</li> <li>– comparing ideas and elements among texts</li> <li>– identifying and describing diverse voices</li> <li>– describing bias, contradictions, and non-represented perspectives</li> <li>– identifying the importance and impact of historical and social contexts</li> </ul>	<ul style="list-style-type: none"> <li>▶ evaluate the author’s logic and quality of evidence</li> <li>▶ use evidence from other texts to support interpretations</li> <li>▶ identify more than one voice or perspective in a text and how they contribute to shifting meaning (e.g., the dual voices in <i>The Night Wanderer</i> builds suspense)</li> <li>▶ identify missing perspectives (e.g., “In <i>The Absolutely True Diary of a Part-Time Indian</i>, we see how angry Rowdy is that Junior is attending school off-reserve, but we never hear why.”)</li> <li>▶ evaluate assumptions implicit within texts</li> <li>▶ identify bias, distortion, and contradictions</li> <li>▶ examine the influence and importance of social and historical factors such as gender, race/ethnicity, sexual orientation, social and economic status, religious belief, and era on the text and on the author</li> </ul>
<p>B11 synthesize and extend thinking about texts, by</p> <ul style="list-style-type: none"> <li>– making connections to First Peoples principles of learning</li> <li>– personalizing ideas, information, and understandings</li> <li>– explaining relationships among ideas, information, and understandings</li> <li>– applying new ideas, information, and understandings</li> <li>– contextualizing ideas, information, and understandings</li> <li>– transforming existing ideas and understandings</li> </ul>	<ul style="list-style-type: none"> <li>▶ describe how First Peoples principles of learning help them understand texts read and viewed (e.g., “Now that I understand the role of memory, history, and story in First Peoples principles of learning, I understand why Zits responded as he did to not having his own ancestral memory, history, or story in the novel <i>Flight</i>.”)</li> <li>▶ integrate new information into existing knowledge and beliefs (e.g., consider how new information and existing knowledge work together to provide multiple meanings)</li> <li>▶ combine perspectives from multiple texts</li> <li>▶ juxtapose and merge related ideas</li> <li>▶ consider shifts in meaning based on different contexts (e.g., examine how gender or culture influence authors’ positions on an issue)</li> <li>▶ use key ideas and relevant details from texts to create responses (e.g., “After learning about water quality on reserves, I included that information in the story I wrote in response the article.”)</li> <li>▶ consider developments extending beyond the text (e.g., suggest actions to be taken based on new information)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B12 use metacognitive strategies to reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> <li>– making connections between their exploration of personal identity and texts studied</li> <li>– referring to criteria</li> <li>– setting goals for improvement</li> <li>– creating a plan for achieving goals</li> <li>– evaluating progress and setting new goals</li> </ul>	<ul style="list-style-type: none"> <li>▶ cite an incident from personal experience that relates to a text read or viewed (e.g., “Reading about April Raintree’s struggles with identity reminded me of times when people have made assumptions about my ancestry because of how I look.”)</li> <li>▶ contribute relevant ideas and opinions to discussions about effective reading and viewing</li> <li>▶ generate and select criteria for reading and viewing</li> <li>▶ identify strengths as readers and viewers using vocabulary from class-developed criteria and/or other criteria</li> <li>▶ demonstrate understanding of strategies available to increase success in reading and viewing</li> <li>▶ evaluate reading and viewing through meaningful self-assessment (e.g., compare their opinions about a topic before and after reading a text, use a response journal to articulate how reading and viewing help shape their worldviews)</li> <li>▶ set new goals and create a plan for implementation</li> <li>▶ periodically review goals and assess progress (e.g., “I’m getting better at...” “I need to continue to work on...”)</li> </ul>

**Reading and Viewing — Features**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B13 recognize and explain how structures and features of First Peoples texts shape readers’ and viewers’ construction of meaning, including</p> <ul style="list-style-type: none"> <li>– functions of text</li> <li>– form and genre</li> <li>– literary elements</li> <li>– literary devices</li> <li>– use of language</li> <li>– non-fiction elements</li> <li>– visual/aesthetic devices</li> </ul>	<ul style="list-style-type: none"> <li>▶ identify issues related to ownership of texts (e.g., recognize that some stories and symbols are sacred and only shared with permission and/or in certain situations)</li> <li>▶ explain the function of a text (e.g., to experiment, argue, analyse, record, teach, express, entertain)</li> <li>▶ identify aspects of text that are characteristic of a specific genre or type of work (e.g., the inclusion of trickster characters in First Peoples creation, transformation, or teaching stories)</li> <li>▶ explain how literary elements contribute to understanding (e.g., the use of first person narrative contributes to the strength of the voice)</li> <li>▶ explain how literary devices contribute to understanding (e.g., repetition creates structure and emphasis, metaphor allows the author to present the familiar in new and thought-provoking ways)</li> <li>▶ describe how the author’s use of language contributes to style (e.g., deliberate use of sentence fragments, incorporation of First Peoples language words, conversational style in the narrative)</li> <li>▶ explain the function of non-fiction elements (e.g., cause-and-effect structure clearly identifies purpose, analogies help to link the unfamiliar to the familiar)</li> <li>▶ explain the function of visual/aesthetic devices (e.g., the illustrations and words in a graphic novel complement each other)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B14 demonstrate increasing word skills and vocabulary knowledge, by</p> <ul style="list-style-type: none"> <li>– analysing the origins and roots of words</li> <li>– determining meanings and uses of words based on context</li> <li>– identifying, selecting, and using appropriate academic and technical language</li> <li>– using vocabulary appropriate to audience and purpose</li> <li>– identifying selected terms from First Peoples languages</li> <li>– discerning nuances in meaning of words, considering historical, social, and literary contexts</li> </ul>	<ul style="list-style-type: none"> <li>▶ discuss the role and place of dialect (e.g., Elder verbiage in <i>The Night Wanderer</i>, colloquialisms in Sherman Alexie’s works reflect and reveal the language and communities of those characters)</li> <li>▶ demonstrate awareness that some First Peoples words and phrases cannot be translated easily</li> <li>▶ apply knowledge of word origins and word relationships to determine meaning</li> <li>▶ identify misused words and phrases (e.g., affect/effect, lay/lie, then/than)</li> <li>▶ identify words that an author may have chosen for a particular effect (e.g., using words with multiple meanings to create ambiguity, humour, or layers of meaning; use or avoidance of colloquialisms; incorporating First Peoples language to enhance meaning or for sensory effect)</li> <li>▶ identify new vocabulary introduced in texts, including academic language and technical terms related to various subject areas</li> <li>▶ use newly acquired vocabulary in their speaking and writing experiences</li> </ul>

## Writing and Representing

### Writing and Representing — Purposes

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
C1 write meaningful personal texts that elaborate on ideas and information to <ul style="list-style-type: none"> <li>– experiment</li> <li>– explore and express identity</li> <li>– support the well-being of self</li> <li>– make connections</li> <li>– reflect and respond</li> <li>– remember and recall</li> </ul>	<ul style="list-style-type: none"> <li>▶ experiment with various forms of personal writing to explore ideas, feelings, and opinions (e.g., journal writing to record a personal response to a powerful text they’ve listened to, read, or viewed)</li> <li>▶ express ideas, feelings, insights, and personal views through sustained writing</li> <li>▶ make connections between experiences and/or texts (e.g., integrate new ideas and opinions)</li> <li>▶ reflect on and respond to a topic, issue, or theme to develop an opinion</li> <li>▶ remember and recall relevant details from texts and prior experiences</li> </ul>
C2 write purposeful informational texts that express ideas, information, and understandings to <ul style="list-style-type: none"> <li>– explore and respond</li> <li>– record and describe</li> <li>– analyse and explain</li> <li>– speculate and consider</li> <li>– argue and persuade</li> <li>– engage</li> </ul>	<ul style="list-style-type: none"> <li>▶ explore and respond to ideas, information, and understandings through various forms of informational writing</li> <li>▶ write informational texts that accomplish clearly stated purposes (e.g., instructions to be followed, details to support a thesis, thank-you letter to an Elder who presented to the class)</li> <li>▶ write texts that consider and examine diverse perspectives</li> <li>▶ include details that anticipate and answer some of the reader’s questions</li> <li>▶ modify language in relation to the needs and interests of the audience</li> <li>▶ present ideas and information in a purposeful and relevant way</li> </ul>
C3 write effective imaginative texts to develop ideas, information, and understandings to <ul style="list-style-type: none"> <li>– strengthen connections and insights</li> <li>– explore and adapt literary forms and techniques</li> <li>– experiment with increasingly sophisticated language and style</li> <li>– engage and entertain</li> </ul>	<ul style="list-style-type: none"> <li>▶ write imaginative texts for authentic purposes (e.g., letter or diary from the point of view of someone living in a different time, interior monologue to explore identity)</li> <li>▶ relate ideas, feelings, insights, and personal views through sustained writing</li> <li>▶ apply various forms or genres of imaginative writing to develop ideas through details, images, and emotions</li> <li>▶ develop ideas and emotions indirectly (e.g., dialogue, showing characters through their actions)</li> <li>▶ use figurative language to enhance meaning and emotion</li> <li>▶ write purposeful, creative texts that have an impact on audience</li> </ul>
C4 create thoughtful representations, individually and collaboratively, that communicate ideas, information, and understandings to <ul style="list-style-type: none"> <li>– reflect, explore, and respond</li> <li>– record and describe</li> <li>– explain and persuade</li> <li>– make connections</li> <li>– engage</li> </ul>	<ul style="list-style-type: none"> <li>▶ select an appropriate representation (e.g., dance, video, poster, cartoon, carving, mobile, storyboard, web site) for a given purpose</li> <li>▶ demonstrate imaginative representations that depict personal feelings, experiences, connections, and opinions</li> <li>▶ create representations that convey information and/or emotion for a specific purpose and audience</li> <li>▶ develop key ideas through details and images</li> <li>▶ select visual/aesthetic elements and forms to create emotional impact and enhance communication</li> </ul>

Writing and Representing — Strategies

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C5 select, adapt, and apply a range of strategies to generate, develop, and organize ideas for writing and representing, including</p> <ul style="list-style-type: none"> <li>– making connections</li> <li>– setting a purpose and considering audience</li> <li>– gathering and summarizing ideas from personal interest, knowledge, and inquiry</li> <li>– analysing writing samples or models</li> <li>– setting class-generated criteria</li> </ul>	<ul style="list-style-type: none"> <li>▶ consider prior knowledge and other sources (e.g., writing about what they know and care about, building on others’ ideas, research from a variety of sources)</li> <li>▶ discuss purpose and identify an audience for writing or representing</li> <li>▶ generate, collect, and develop ideas in a variety of ways (e.g., brainstorming, interviewing, participating in a “walk and talk,” keeping a journal)</li> <li>▶ categorize and organize ideas and information using outlines and graphic organizers before and during writing/representing</li> <li>▶ record sources for citation during research and note taking</li> <li>▶ conceptualize the final product and plan the steps to achieve it</li> <li>▶ generate class criteria for writing and representing (e.g., purpose and audience, length, elements specific to genre and/or form)</li> </ul>
<p>C6 select, adapt, and apply a range of drafting and composing strategies while writing and representing, including</p> <ul style="list-style-type: none"> <li>– using a variety of oral, written, and visual sources to collect ideas and information</li> <li>– generating text independently and collaboratively</li> <li>– organizing and synthesizing ideas and information</li> <li>– analysing writing samples or models</li> <li>– creating and consulting criteria</li> </ul>	<ul style="list-style-type: none"> <li>▶ expand ideas from prewriting to writing/representing (e.g., refer to notes for additional ideas, ask for and incorporate feedback from others)</li> <li>▶ consult a variety of oral, written, and visual texts for ideas and information (e.g., carvings, web sites, Elders)</li> <li>▶ participate in collaborative writing and representing processes</li> <li>▶ compose and share work in progress (e.g., peer and teacher conferences)</li> <li>▶ identify and restate main points to clarify meaning</li> <li>▶ synthesize ideas and information from various oral, written, and visual sources to develop and support a thesis or theme</li> <li>▶ use models to assist in understanding form (e.g., story, essay, screenplay, advertisement) and features/style (e.g., use of dialogue, provocative introduction, word choice, syntax, voice, use of humour, visual elements such as font and colour)</li> <li>▶ use print and electronic references and tools while drafting (e.g., dictionaries, graphics programs)</li> <li>▶ refer to criteria (e.g., self-generated, class, school, locally developed, provincial) during drafting and composing</li> <li>▶ revise drafts (e.g., experimenting with paragraph order, effective transitions, more engaging introduction and effective conclusion)</li> </ul>
<p>C7 select, adapt, and apply a range of strategies to revise, edit, and publish writing and representing, including</p> <ul style="list-style-type: none"> <li>– checking work against established criteria</li> <li>– enhancing supporting details and examples</li> <li>– refining specific aspects and features of text</li> <li>– proofreading</li> </ul>	<ul style="list-style-type: none"> <li>▶ continue the revision process until a satisfactory product is achieved in relation to established criteria</li> <li>▶ reconsider or review for specific features or established criteria (e.g., supporting details, sentence variety, effectiveness of visual elements, consideration of audience and purpose)</li> <li>▶ select areas for revision and revise to enhance work</li> <li>▶ review and confirm organization (e.g., sequencing, transitions, development of ideas)</li> <li>▶ accept and incorporate applicable revision suggestions from peers and teacher (e.g., more descriptive language, add detail to illustration)</li> <li>▶ edit and proofread for clarity, spelling, punctuation, and overall appearance</li> <li>▶ read own and others’ written texts aloud to facilitate development and presentation</li> <li>▶ apply presentation details appropriate to medium (e.g., legibility, visual impact, spatial organization)</li> </ul>

**Writing and Representing — Thinking**

<b>Prescribed Learning Outcomes</b>	<b>Suggested Achievement Indicators</b>
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C8 write and represent to explain and support personal responses to texts, by</p> <ul style="list-style-type: none"> <li>– making comparisons to other ideas and concepts</li> <li>– relating reactions and emotions to understanding of the text</li> <li>– developing opinions using reasons and evidence</li> <li>– suggesting contextual influences</li> </ul>	<ul style="list-style-type: none"> <li>▶ draw comparisons between their own ideas, beliefs, experiences, and feelings, and those in texts</li> <li>▶ express feelings or thoughts with increasing subtlety and specificity about an experience or text</li> <li>▶ express opinions regarding text supported by reasons, explanations, and evidence</li> <li>▶ explain the influence of context on their opinions and perspectives (e.g., “Learning about my own family’s history has made me appreciate ...”)</li> <li>▶ respond in various forms (e.g., written, visual, oral, kinesthetic)</li> <li>▶ use vocabulary that expresses a depth and range of response</li> </ul>
<p>C9 write and represent to interpret, analyse, and evaluate ideas and information from texts, by</p> <ul style="list-style-type: none"> <li>– making and supporting reasoned judgments</li> <li>– describing and comparing perspectives</li> <li>– describing bias, contradictions, and non-represented perspectives</li> <li>– identifying the importance and impact of historical and social contexts</li> </ul>	<ul style="list-style-type: none"> <li>▶ critique the author’s logic and quality of evidence (e.g., “I didn’t think I believed that ... but her evidence was so strong, I changed my mind.”)</li> <li>▶ assess the effectiveness of ideas and information (e.g., identify and provide evidence of bias, trace the logic of an argument, judge the impact of an emotional appeal)</li> <li>▶ examine and compare ideas and information</li> <li>▶ critique other perspectives and identify missing perspectives</li> <li>▶ describe bias in own and others’ thinking (e.g., “These three essays show the authors’ racial bias.”)</li> <li>▶ describe the influence and importance of historical and social contexts — such as gender, race/ethnicity, sexual orientation, social and economic status, religious belief, and era — on the text and on the author</li> </ul>
<p>C10 write and represent to synthesize and extend thinking, by</p> <ul style="list-style-type: none"> <li>– personalizing ideas, information, and understandings</li> <li>– explaining relationships among ideas, information, and understandings</li> <li>– applying new ideas, information, and understandings</li> <li>– contextualizing ideas, information, and understandings</li> <li>– transforming existing ideas and understandings</li> </ul>	<ul style="list-style-type: none"> <li>▶ integrate new information into existing knowledge and beliefs (e.g., recognize legitimacy and shortcomings of concepts and beliefs, consider how new information and existing knowledge work together to provide multiple meanings)</li> <li>▶ combine perspectives from multiple texts (e.g., synthesize a variety of critical perspectives into a new understanding)</li> <li>▶ use key ideas and relevant details from texts to create representations or responses (e.g., write a children’s story inspired by a text read or viewed)</li> <li>▶ develop extensions or revisions of texts (e.g., suggest alternative outcomes, integrate a different perspective or point of view, write a prequel or sequel)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C11 use metacognitive strategies to reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> <li>– making connections to First Peoples principles of learning</li> <li>– relating their work to criteria set by self or others</li> <li>– setting goals for improvement</li> <li>– creating a plan for achieving goals</li> <li>– evaluating progress and setting new goals</li> </ul>	<ul style="list-style-type: none"> <li>▶ reflect on the application of First Peoples principles of learning to their writing and representing (e.g., “I found it helpful to revisit the novel after I did some research about the reserve system.” “I never thought I could write, but now I feel that my voice is important.”)</li> <li>▶ contribute relevant ideas and opinions to discussions about effective writing and representing</li> <li>▶ generate and select criteria specific to writing tasks</li> <li>▶ identify strengths and areas for growth as writers and representers using vocabulary from class-developed and/or other criteria</li> <li>▶ identify and assess writing/representing strategies used</li> <li>▶ set personal goals for writing and representing (e.g., “I need to make sure my word choice engages my audience.”)</li> <li>▶ develop and implement a plan to achieve the goals</li> <li>▶ periodically review goals and assess progress (e.g., “I’m getting better at...,” “I need to continue to work on...,” “These three items in my portfolio show that I have ...”)</li> </ul>

*Writing and Representing — Features*

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C12 use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including</p> <ul style="list-style-type: none"> <li>– syntax and sentence fluency</li> <li>– diction</li> <li>– point of view</li> <li>– literary devices</li> <li>– visual/aesthetic devices</li> </ul>	<p><b>Syntax/Sentence Fluency</b></p> <ul style="list-style-type: none"> <li>▶ use a variety of sentence lengths and structures</li> <li>▶ use a variety of sentence types for effect (e.g., deliberate use of sentence fragments)</li> <li>▶ combine sentences using subordinate and independent clauses</li> <li>▶ use transitional words and phrases within and between sentences and ideas</li> </ul> <p><b>Diction</b></p> <ul style="list-style-type: none"> <li>▶ use increasingly sophisticated vocabulary in writing and representing</li> <li>▶ use clear language and content words effectively</li> <li>▶ demonstrate increasing specificity of language</li> <li>▶ experiment with word choice and phrasing based on audience and purpose (e.g., use of dialect)</li> </ul> <p><b>Point of View</b></p> <ul style="list-style-type: none"> <li>▶ incorporate appropriate diction and tone based on audience and purpose</li> <li>▶ maintain consistent tone</li> <li>▶ maintain a consistent point of view</li> <li>▶ reveal individual perspective when representing</li> <li>▶ experiment with alternative points of view (e.g., objective point of view, limited omniscience)</li> </ul> <p><b>Literary Devices</b></p> <ul style="list-style-type: none"> <li>▶ use descriptive/sensory details to enhance and refine ideas</li> <li>▶ create effective images through figurative and evocative language</li> <li>▶ incorporate literary devices to enhance meaning</li> </ul> <p><b>Visual/Aesthetic Components</b></p> <ul style="list-style-type: none"> <li>▶ choose a form appropriate to purpose (e.g., storyboard to outline a plot, concept map to show connections among characters and events)</li> <li>▶ show attention to detail (e.g., set design appropriate to context) and some control of form (e.g., appropriate choice of elements for a multimedia representation of a text)</li> <li>▶ integrate visual/aesthetic elements and language to develop meaning (e.g., pacing, intensity, articulation, fades, camera angles, props)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C13 use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including</p> <ul style="list-style-type: none"> <li>– organization of ideas and information</li> <li>– text features and visual/aesthetic devices</li> </ul>	<p><b>Organization of Ideas and Information</b></p> <ul style="list-style-type: none"> <li>▶ follow conventions of a specific form or genre to match writing or representing task (e.g., annotated bibliography, book jacket, press release)</li> <li>▶ use internal elements/text structures (e.g., salutation in letter, “hook” in paragraph) appropriate to purpose and audience</li> <li>▶ unify writing/representing with a controlling purpose</li> <li>▶ begin with an effective introduction/engaging opening (e.g., clearly indicates purpose, grabs reader’s/viewer’s attention)</li> <li>▶ develop a sequence of ideas with helpful transitions</li> <li>▶ finish with a logical conclusion/effective ending</li> </ul> <p><b>Text Features and Visual/Aesthetic Devices</b></p> <ul style="list-style-type: none"> <li>▶ include text features when appropriate (e.g., diagrams, graphics, titles and headings)</li> <li>▶ include visual/aesthetic devices (e.g., colour, space, gesture, cropping) clearly and effectively to enhance meaning</li> <li>▶ integrate visual/aesthetic devices with language to develop meaning (e.g., illustrated biography for a character)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C14 use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including</p> <ul style="list-style-type: none"> <li>– grammar and usage</li> <li>– Canadian conventions for spelling, punctuation, and capitalization</li> <li>– copyright and citation of references</li> <li>– presentation/layout</li> </ul>	<p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>▶ use co-ordinate and subordinate conjunctions to create compound, complex, and compound-complex sentence structures</li> <li>▶ maintain subject-verb agreement and pronoun-antecedent agreement</li> <li>▶ properly place modifiers</li> <li>▶ maintain consistent verb tense</li> <li>▶ use active and passive voice to suit purpose and audience (e.g., active voice for clarity of expression, passive voice when the subject is not known)</li> </ul> <p><b>Punctuation/Capitalization/Spelling</b></p> <ul style="list-style-type: none"> <li>▶ use Canadian conventions for punctuation — including commas, semi-colons, and quotation marks — and capitalization to communicate clearly</li> <li>▶ use punctuation and capitalization correctly in special situations, including direct quotations, scripts, dialogue, and poetry</li> <li>▶ deliberately break punctuation, capitalization, and spelling conventions for stylistic effect</li> <li>▶ employ knowledge of word patterns and Canadian spelling rules to analyse and correct spelling errors</li> <li>▶ use reference materials to confirm spellings and to solve spelling problems when editing (e.g., dictionary, spell-checker, personal word list)</li> </ul> <p><b>Copyright/Citation of References</b></p> <ul style="list-style-type: none"> <li>▶ define and explain copyright and plagiarism in context</li> <li>▶ acknowledge sources of information when creating texts (e.g., print, web-based, oral sources)</li> <li>▶ respect and acknowledge copyright</li> <li>▶ respect and acknowledge that some First Peoples stories are owned and can only be shared with permission</li> <li>▶ embed quotations within sentences</li> <li>▶ cite research information, ideas, and quotations in a consistent and ethical manner</li> </ul> <p><b>Presentation/Layout</b></p> <ul style="list-style-type: none"> <li>▶ write legibly or word-process in a readable format</li> <li>▶ use headings, titles, graphics, illustrations, and/or audio clips appropriate to context and purpose</li> <li>▶ apply aspects of presentation appropriate to medium (e.g., visual impact, spatial organization, lighting, choreography)</li> </ul>





Student Achievement

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*English 11 First Peoples*

## Key Elements: English 11 First Peoples

For information about **authentic First Peoples texts**, please refer to the Learning Resources section later in this document.

### Oral Language

- function, significance, and validity of the oral tradition (definitions, types, historical and contemporary purposes)
- interacting in groups to achieve a variety of purposes
- dialogue skills
- talking circles
- expressing information and ideas orally
- listening to authentic First Peoples oral texts (e.g., life lessons, rites of passage, family histories, creation stories, formal speeches)
- contexts of oral texts (e.g., time, place, audience)
- point of view, bias, and implicit perspectives
- memorization
- oral communication strategies — before, during, and after
- assessing effectiveness of presentations
- making connections, extending and transforming understandings
- making connections to First Peoples principles of learning
- personalizing information from oral texts
- metacognitive strategies
- structures and features of oral language and First Peoples oral texts (e.g., rhetorical devices, tone, pacing)

### Reading and Viewing

- reading and viewing authentic First Peoples texts (e.g., poetry, novels, short stories, essays, films, plays)
- informational and persuasive texts dealing with a range of First Peoples topics
- visual texts representing local and other BC First Peoples cultures (e.g., documentary films, masks, regalia, paintings, textiles, carvings, dance, drama, web sites)
- reading authentic First Peoples texts for enjoyment and to increase fluency
- purposes of texts
- making inferences and offering insights
- making connections, extending and transforming understandings
- reading and viewing strategies — before, during, and after
- assessing effectiveness of presentations
- point of view, bias, and implicit perspectives
- personalizing information from texts read and viewed
- metacognitive strategies
- making connections to First Peoples principles of learning
- structures and features of works read and viewed (e.g., literary elements, literary devices, use of language, non-fiction elements, visual/aesthetic devices, word choice)

### Writing and Representing

- writing personal texts (e.g., to experiment, express self, make connections, reflect and respond, remember and recall)
- writing informational texts (e.g., to explore and respond, record and describe, speculate and consider, argue and persuade, analyse and critique, engage)
- writing imaginative texts (e.g., to strengthen connections and insights, explore and adapt literary forms and techniques, experiment with increasingly sophisticated language and style, engage and entertain)
- creating representations (e.g., to explore and respond, record and describe, explain and persuade, engage)
- writing strategies — before, during, and after
- assessing effectiveness of presentations
- making connections, extending and transforming understandings
- metacognitive strategies
- making connections to First Peoples principles of learning
- structures and features of writing and representing (e.g., syntax, diction, point of view, literary devices, organization, visual/aesthetic components)

## Oral Language

### Oral Language — Purposes

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 describe the function, significance, and validity of the oral tradition</p>	<ul style="list-style-type: none"> <li>▶ define <i>oral tradition</i> (e.g., the means by which cultural transmission occurs over generations, other than through written records)</li> <li>▶ identify a range of First Peoples oral texts (e.g., stories, songs, speeches, drama)</li> <li>▶ identify various uses and purposes of First Peoples oral texts, including               <ul style="list-style-type: none"> <li>– ensuring well-being of the community and cultural continuity (e.g., knowledge of ancestors, language)</li> <li>– telling creation stories</li> <li>– teaching (e.g., life lessons, community responsibilities, rites of passage)</li> <li>– recording personal, family, and community histories</li> <li>– oral history — recording use of land and territory, political agreements, changes in rights and responsibilities, and ceremonial proceedings</li> <li>– “mapping” the geography and resources of an area</li> <li>– healing</li> </ul> </li> <li>▶ give examples to illustrate the historic struggle for legal recognition of the validity of the oral tradition</li> <li>▶ demonstrate an awareness that the oral tradition has the same validity, importance, and permanence for First Peoples that written texts do for other cultures</li> <li>▶ demonstrate awareness of the role of “the Speaker” in various First Peoples societies</li> <li>▶ describe issues related to ownership of oral texts (e.g., recognize that some knowledge is sacred and only shared with permission and/or in certain situations)</li> </ul>
<p>A2 interact and collaborate in pairs and groups to</p> <ul style="list-style-type: none"> <li>– support the learning of self and all other participants in a discussion</li> <li>– communicate respectfully with peers and adults</li> <li>– explore ideas, information, emotions, and experiences</li> <li>– consider others’ perspectives</li> <li>– achieve consensus</li> <li>– respond to and critique a variety of texts</li> <li>– create a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>▶ identify criteria for respectful interactions with guests</li> <li>▶ describe the purposes and skills of dialogue (e.g., sharing information in inclusive and supportive ways, constructing knowledge and understanding collaboratively, respecting contributions of others)</li> <li>▶ demonstrate dialogue skills (e.g., listen and speak respectfully, ask questions, co-operate, disagree courteously)</li> <li>▶ explain the functions of talking circles (e.g., resolving conflict, healing, closure and reflection)</li> <li>▶ participate in talking circles for specific group purposes, applying local conventions (e.g., object used for turn-taking, clockwise or counter-clockwise order, expectation of confidentiality)</li> <li>▶ collaborate with members of a group to achieve consensus or for other purposes (e.g., critique a documentary, prepare an oral presentation)</li> <li>▶ reflect on past consensus-building experiences</li> <li>▶ identify ways they can contribute to consensus building</li> <li>▶ collaboratively determine and adjust group roles and responsibilities to achieve purpose (e.g., solve problems, redistribute tasks, refine approach)</li> <li>▶ demonstrate active nonverbal participation in group activities (e.g., physical proximity to group, eye contact, facial expression)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A3 express ideas and information in a variety of situations and forms to</p> <ul style="list-style-type: none"> <li>– explore and respond</li> <li>– recall and describe</li> <li>– narrate and explain</li> <li>– argue, persuade, and critique</li> <li>– support and extend</li> <li>– engage and entertain</li> </ul>	<ul style="list-style-type: none"> <li>▶ articulate the purpose for speaking</li> <li>▶ sustain group and class discussions through relevant and thoughtful contributions (e.g., propose alternative viewpoints, use written outlines for oral presentations, brainstorm orally for writing ideas, orally share summary of story narrative before writing it, orally planning writing projects in groups before writing)</li> <li>▶ recall a story or knowledge that was shared orally, and share it with others</li> <li>▶ provide clear organizational cues when presenting or discussing (e.g., emphasize and build on key points)</li> <li>▶ modify language, ideas, and information in relation to the needs and interests of the audience</li> <li>▶ construct and present persuasive arguments for given purposes and audiences</li> <li>▶ present ideas, information, and emotions in engaging and relevant ways (e.g., incorporating anecdotes, dramatizations)</li> </ul>
<p>A4 listen to comprehend a variety of authentic First Peoples oral texts reflecting a variety of purposes, messages, and contexts, including texts relating to</p> <ul style="list-style-type: none"> <li>– life lessons</li> <li>– individual and community responsibilities and obligations</li> <li>– rites of passage</li> <li>– family histories</li> <li>– creation stories</li> <li>– formal speeches</li> </ul>	<ul style="list-style-type: none"> <li>▶ recognize contexts of oral texts (e.g., time, place, audience)</li> <li>▶ identify the purpose of the text, and the evidence used to support that purpose</li> <li>▶ identify the values expressed in or implied by the text (e.g., analysing reactions of others when a character breaks social norms, inferring cultural values about inclusion from a story of a character with special needs)</li> <li>▶ identify persuasive techniques used in oral texts (e.g., satire, humour, irony, metaphor, rhythm, circular structure, citing evidence)</li> <li>▶ describe the effect of tone and structure in a variety of oral texts</li> <li>▶ where relevant, recognize text-specific devices and elements (e.g., characters and archetypes, setting, theme, figurative language, metre, irony, thesis statement)</li> <li>▶ compare elements of form in oral texts to those used in written texts (e.g., circular structure, repetition)</li> <li>▶ demonstrate effective listening by paraphrasing, summarizing, clarifying, and questioning ideas and information</li> <li>▶ make judgments about the effectiveness of the text (e.g., in relation to purpose, ideas, rhetorical techniques, consistent tone)</li> <li>▶ identify how they can apply the teachings of the texts to their own lives and actions</li> </ul>

**Oral Language — Strategies**

<b>Prescribed Learning Outcomes</b>	<b>Suggested Achievement Indicators</b>
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A5 select, adapt, and apply a range of strategies to interact and collaborate with others in pairs and groups, including</p> <ul style="list-style-type: none"> <li>– initiating and sharing responsibilities</li> <li>– listening attentively, respectfully, critically, and with purpose</li> <li>– contributing ideas and supporting the ideas of others</li> <li>– seeking out diverse perspectives</li> <li>– applying community protocol as appropriate</li> <li>– abiding by classroom protocol</li> <li>– reaching consensus or agreeing to differ</li> </ul>	<ul style="list-style-type: none"> <li>▶ create ways for group members to achieve task requirements (e.g., flow charts, group blog to record progress on a project)</li> <li>▶ create and follow classroom guidelines for interacting (e.g., listen and speak respectfully, co-operate, critically examine ideas)</li> <li>▶ apply strategies for attentive and respectful listening (e.g., using a set wait time before responding, writing responses before speaking them)</li> <li>▶ ask questions to clarify views or ideas of others (e.g., making connections between group member’s ideas and one’s own experience)</li> <li>▶ encourage and extend ideas stated by others (e.g., arguing multiple perspectives on an issue)</li> <li>▶ elicit and examine different points of view (e.g., discuss non-represented perspectives on the topic)</li> </ul>
<p>A6 select, adapt, and apply a range of strategies to prepare oral communications, including</p> <ul style="list-style-type: none"> <li>– interpreting a task and setting a purpose</li> <li>– generating ideas</li> <li>– considering multiple perspectives</li> <li>– consulting multiple sources</li> <li>– synthesizing relevant knowledge and experiences</li> <li>– establishing the physical and social environment</li> <li>– planning, memorizing, and rehearsing presentations</li> </ul>	<ul style="list-style-type: none"> <li>▶ identify purpose and audience (e.g., choose register and diction appropriate to task and audience)</li> <li>▶ brainstorm topics or ideas</li> <li>▶ compare and select relevant ideas and information</li> <li>▶ describe varying perspectives related to the topic</li> <li>▶ organize information around key ideas or questions</li> <li>▶ combine own and others’ ideas on the topic</li> <li>▶ use writing to prepare for oral communications and vice versa (e.g., use written outlines for oral presentations, orally brainstorm writing ideas, orally share summary of story narrative with a partner, orally plan writing projects in groups)</li> <li>▶ seek out and act on suggestions of others</li> <li>▶ justify oral communication environment choices (e.g., inside vs. outside, circle vs. podium, use of talking stick or other object)</li> <li>▶ commit texts to memory to enhance presentation (e.g., poetry, speeches, drama scenes, prose passages)</li> <li>▶ give reasons for memorizing texts (e.g., to personalize and internalize learning, to facilitate a more fluid delivery of the text)</li> <li>▶ prepare visual aids, materials, and equipment for presentations</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A7 select, adapt, and apply a range of strategies to express ideas and information in oral communications, including</p> <ul style="list-style-type: none"> <li>– vocal techniques</li> <li>– style and tone</li> <li>– nonverbal techniques</li> <li>– visual aids</li> <li>– organizational and memory aids</li> <li>– methods of monitoring audience reactions</li> </ul>	<ul style="list-style-type: none"> <li>▶ use and adjust vocal techniques (e.g., inflection, pitch, enunciation) to make presentations effective and appropriate to audience</li> <li>▶ use and adjust nonverbal techniques (e.g., eye contact, body language, proximity) to make presentations effective and appropriate to audience</li> <li>▶ use props, diagrams, electronic presentations, and artefacts to enhance delivery</li> <li>▶ use organizational and memory prompts to aid effective delivery (e.g., notes, index cards, outlines)</li> <li>▶ demonstrate how speaking style and tone (e.g., diction, pace) can vary according to audience and occasion</li> <li>▶ monitor listeners’ reactions (e.g., attend to cues from audience, solicit questions or feedback) and make adjustments accordingly (e.g., adjust pace, use humour)</li> </ul>
<p>A8 use listening strategies to understand, recall, and analyse a variety of texts, including</p> <ul style="list-style-type: none"> <li>– extending understanding by accessing prior knowledge</li> <li>– making plausible predictions</li> <li>– synthesizing main points</li> <li>– generating critical questions</li> <li>– clarifying and confirming meaning</li> </ul>	<ul style="list-style-type: none"> <li>▶ explain predictions (e.g., how reached, evidence)</li> <li>▶ identify and restate important points (e.g., paraphrase, diagram)</li> <li>▶ use examples beyond the text when making connections (e.g., text-to-text, text-to-self, text-to-world)</li> <li>▶ consider and suggest a main idea or theme and provide support</li> <li>▶ distinguish between fact and opinion</li> <li>▶ identify point of view, speaker bias, and implicit perspectives</li> <li>▶ identify when and describe why understanding failed (e.g., “I missed the central idea.” “My attention wandered.”)</li> <li>▶ act to re-establish meaning (e.g., ask for restatement, provide feedback to speaker)</li> </ul>

**Oral Language — Thinking**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A9 speak and listen to make personal responses to texts, by</p> <ul style="list-style-type: none"> <li>– making connections to prior knowledge and experiences</li> <li>– relating reactions and emotions to understanding of the text</li> <li>– generating thoughtful questions</li> <li>– making inferences</li> <li>– explaining opinions using reasons and evidence</li> <li>– suggesting contextual influences and relationships</li> </ul>	<ul style="list-style-type: none"> <li>▶ use oral modes to express response to oral, written, or visual texts (e.g., questions, class discussion, interview, speech, drama, poetry, storytelling, song, reporting)</li> <li>▶ express a personal response to oral texts through a variety of modes (e.g., journal, speech, drama, dance, poetry, visual representation, multimedia, song, storytelling, reporting)</li> <li>▶ ask questions that deepen personal response (e.g., “What is influencing my reaction?” “Would others feel this way?” “What are other ways I could be feeling about this?”)</li> <li>▶ form inferences that connect experiences and perceptions to the text</li> <li>▶ reflect on how the text informs identity (e.g., “If the text is the world, where am I?”)</li> <li>▶ give reasons for personal opinion</li> <li>▶ explain the social, historical, and political influences on the text</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A10 speak and listen to interpret, analyse, and evaluate ideas, information, and understandings from a variety of texts, by</p> <ul style="list-style-type: none"> <li>– examining and comparing ideas and concepts among texts</li> <li>– critiquing the speaker’s/author’s logic and quality of evidence</li> <li>– describing and critiquing perspectives</li> <li>– identifying and challenging bias, contradictions, and distortions</li> <li>– identifying the importance and impact of historical, social, and political contexts</li> </ul>	<ul style="list-style-type: none"> <li>▶ compare similar ideas and information presented in different texts (e.g., by analogies, associations, graphic organizers)</li> <li>▶ restate/paraphrase purpose and main ideas, and identify supporting evidence</li> <li>▶ use self-, class- or teacher-generated criteria to assess the effectiveness of the presentation in achieving speaker’s intended purpose</li> <li>▶ use self-, class-, or teacher-generated criteria to assess ideas and information presented</li> <li>▶ identify circumstances when it is not appropriate to critique the speaker/author (e.g., an Elder sharing personal accounts of life experiences, an author talking about her or his own book)</li> <li>▶ express and explain feelings evoked by a text</li> <li>▶ provide reasoned interpretations and judgments based on textual and/or inter-textual evidence</li> <li>▶ identify words, elements, and techniques that influence the audience’s feelings and attitudes (e.g., sound devices, imagery, dialogue)</li> <li>▶ trace instances of bias and distortion, and provide plausible alternatives for a more balanced perspective</li> <li>▶ hypothesize about social, political, or historical influences</li> </ul>
<p>A11 speak and listen to synthesize and extend thinking, by</p> <ul style="list-style-type: none"> <li>– personalizing ideas, information, and understandings</li> <li>– explaining relationships among ideas, information, and understandings</li> <li>– applying new ideas, information, and understandings</li> <li>– transforming existing ideas, information, and understandings</li> <li>– contextualizing ideas, information, and understandings</li> </ul>	<ul style="list-style-type: none"> <li>▶ combine prior knowledge with newly acquired information and ideas</li> <li>▶ trace the development of their changing opinions (e.g., comparing opinions on a topic before and after listening to a speaker)</li> <li>▶ generate questions to enhance understanding, explore possibilities, and lead to further inquiry</li> <li>▶ defend an idea with supporting evidence</li> <li>▶ consider and suggest other outcomes or solutions</li> <li>▶ compile, compare, and build on the ideas of others and voice new understandings (e.g., present multiple interpretations )</li> <li>▶ apply newly acquired ideas, information, or strategies to new situations or tasks</li> <li>▶ present and defend alternative viewpoints (e.g., related to interactions of a text, interactions in class, different speakers on the same topic)</li> <li>▶ explain how social, political, and historical, factors influence ideas in the text</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A12 use metacognitive strategies to reflect on and assess their speaking and listening, by</p> <ul style="list-style-type: none"> <li>- referring to criteria</li> <li>- making connections to First Peoples principles of learning</li> <li>- considering how culture and experience have shaped their approach to listening</li> <li>- setting goals for improvement</li> <li>- creating a plan for achieving goals</li> <li>- evaluating progress and setting new goals</li> </ul>	<ul style="list-style-type: none"> <li>▶ relate their learning experiences in this class to First Peoples principles of learning</li> <li>▶ identify how their speaking and listening has changed (e.g., understanding the importance of wait time when asking questions in group discussions)</li> <li>▶ contribute relevant ideas and opinions to discussions about effective speaking and listening</li> <li>▶ generate and select criteria for speaking and listening, taking into account purpose, audience, and occasion</li> <li>▶ identify and support choice of strategies used to extend speaking and listening skills</li> <li>▶ evaluate speaking through meaningful self-assessment (e.g., “I was afraid to speak up, but I did anyway.” “I am better able to participate in a group discussion when there is time for me to think.”)</li> <li>▶ evaluate listening through meaningful self-assessment (e.g., “I made a conscious effort to listen with my whole being instead of planning what I was going to say in response.” “I found that closing my eyes helped me to focus on what the guest speaker had to say,” “I was able to make connections between what this speaker said and what I already knew about the subject.” “I listened for other perspectives.”)</li> <li>▶ reflect on their own role in achieving consensus</li> <li>▶ set speaking and listening goals and create a plan to achieve them (e.g., “I need to pay attention to other points of view, so I will let three people speak before me.” “I need to participate more actively, so for the next two weeks I will speak at least twice during each literature circle.”)</li> <li>▶ periodically review goals and assess progress (e.g., “I’m getting better at..., I need to continue to work on...”)</li> <li>▶ revise goals after rehearsal with peers and/or audience</li> </ul>

**Oral Language — Features**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A13 recognize and apply the structures and features of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> <li>– context</li> <li>– text structures</li> <li>– syntax</li> <li>– diction</li> <li>– usage conventions</li> <li>– rhetorical devices</li> <li>– vocal techniques</li> <li>– nonverbal techniques</li> <li>– idiomatic expressions</li> </ul>	<ul style="list-style-type: none"> <li>▶ give examples of how First Peoples languages reflect elements of culture and worldview (e.g., the St’át’imcets word <i>alán</i>, meaning to feel the power of something cultural or spiritual)</li> <li>▶ identify context (e.g., audience, purpose, occasion)</li> <li>▶ select appropriate tone (e.g., formal, informal) and diction (e.g., vocabulary, appropriate use of jargon)</li> <li>▶ demonstrate context-specific behaviours that contribute to successful listening (e.g., respectful attention and appropriate response)</li> <li>▶ identify and use some typical text structures (e.g., dramatic monologue, circular, counterargument) to shape meaning in texts</li> <li>▶ identify and use some typical rhetorical devices (e.g., repetition, questions) to shape meaning in texts</li> <li>▶ relate text structures and rhetorical devices to First Peoples principles of learning (e.g., in <i>The Truth about Stories</i>, repetition of the turtle story reflects the principle that learning takes time and patience)</li> <li>▶ use varied syntax (e.g., sentence fragments for effect, balanced sentences) and accepted conventions of usage (e.g., correct use of subject-object pronouns)</li> <li>▶ avoid repetitive “filler” words and expressions (e.g., like, you know, right, um)</li> <li>▶ in formal situations, speak with clarity, appropriate pace, timing, and volume, and with purposeful inflection</li> <li>▶ when speaking, use body language and gestures to convey and clarify meaning or for emphasis</li> <li>▶ when listening, identify when a speaker’s mode of delivery — including tone of voice, pace, gestures, body language, or emphasis — suggests important information</li> </ul>

## Reading and Viewing

For information about **authentic First Peoples texts**, please refer to the Learning Resources section later in this document.

### *Reading and Viewing — Purposes*

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 read and view, both collaboratively and independently, a wide variety of authentic First Peoples texts, including texts from</p> <ul style="list-style-type: none"> <li>– local communities</li> <li>– other parts of North America and the world</li> </ul>	<ul style="list-style-type: none"> <li>▶ give examples to demonstrate an understanding of the diversity within and across First Peoples societies represented in texts (e.g., variety of worldviews and perspectives, diverse traditions, range of historical experiences, wealth of human experiences)</li> <li>▶ create a personal statement about the value of reading a variety of First Peoples texts</li> <li>▶ compare elements of texts from local communities to elements in First Peoples texts from other parts of the world (e.g., magic realism in Central and South American texts, use of proverbs in African texts, sage or teacher archetypes)</li> </ul>
<p>B2 read, both collaboratively and independently, to comprehend a wide variety of authentic First Peoples literary texts, such as</p> <ul style="list-style-type: none"> <li>– novels</li> <li>– short prose works</li> <li>– drama works</li> <li>– poems</li> </ul>	<ul style="list-style-type: none"> <li>▶ identify how elements of prose forms — such as setting, plot, character, theme, and tone — influence each other (e.g., elements of setting develop atmosphere, plot events contribute to theme, surprise ending may contribute to tone)</li> <li>▶ identify how elements of poetry — such as figurative language, tone, form, and metre/rhythm — contribute to construction of meaning (e.g., metre contributes to understanding of the subject, recurring symbols contribute to the development of theme)</li> <li>▶ make and explain inferences about the text (e.g., inferences about individual or community values based on behaviour and reactions to behaviour)</li> <li>▶ offer logical insights regarding the text and/or author</li> <li>▶ make and support connections between the text and personal experience</li> <li>▶ make and support connections to other texts</li> <li>▶ make reasoned judgments about aspects of the text and/or the text as a whole</li> </ul>
<p>B3 read, both collaboratively and independently, to comprehend a wide variety of informational and persuasive texts dealing with a range of First Peoples topics, such as</p> <ul style="list-style-type: none"> <li>– articles and reports</li> <li>– biographies and autobiographies</li> <li>– magazines and newspapers</li> <li>– print and electronic reference material</li> <li>– advertising and promotional material</li> <li>– opinion-based material</li> <li>– student-generated material</li> </ul>	<ul style="list-style-type: none"> <li>▶ determine and state a purpose for reading</li> <li>▶ indicate purposes for re-reading</li> <li>▶ paraphrase main ideas</li> <li>▶ locate details relevant to reader’s purpose, including those provided in visual or graphic materials (e.g., charts, graphs, maps)</li> <li>▶ make notes that distinguish between key ideas and supporting details and/or between fact and opinion</li> <li>▶ support inferences or interpretations with specific evidence from the text</li> <li>▶ use glossaries, tables of contents, indices, appendices, navigation bars, and search engines to locate specific information</li> <li>▶ compare information from a variety of sources, including magazines, newspapers, web sites, and anthologies</li> <li>▶ compare a variety of perspectives and sources on a single topic</li> <li>▶ make reasoned judgments about accuracy of information in texts (e.g., with reference to bias, authorship, reliability of source, currency)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B4 view, both collaboratively and independently, to comprehend a variety of visual texts representing local and other BC First Peoples cultures, such as</p> <ul style="list-style-type: none"> <li>– film and video</li> <li>– photographs</li> <li>– paintings, carvings, totems, petroglyphs, pictographs</li> <li>– textiles, regalia, masks</li> <li>– dance, drama</li> <li>– graphic novels and illustrated literature</li> <li>– broadcast media</li> <li>– web sites</li> <li>– student-generated material</li> </ul>	<ul style="list-style-type: none"> <li>▶ viewing with the support of local First Peoples community members to help facilitate understanding of those texts</li> <li>▶ explain how visual elements (e.g., line, texture, layout, colour) and aural elements (e.g., music, sound effects, voiceover) create meaning</li> <li>▶ compare information from a variety of visual and/or non-visual texts on the same topic</li> <li>▶ offer reasonable interpretations of the purpose of the visual text (e.g., telling stories, recording events, celebrating, representing community structures and hierarchies)</li> <li>▶ identify visual content that affects the viewer’s response</li> <li>▶ make inferences about material that is implicit in or absent from a text (e.g., unintentional or intentional use of images to evoke emotion in viewer)</li> <li>▶ make reasoned judgments about visual texts (e.g., “The documentary makes no attempt to present a balanced view.” “The strategic use of white space allows the reader to process a large amount of information.” “This sculpture shows a blending of traditional and modern techniques by ...”)</li> <li>▶ compare elements of visual texts representing local cultures to those from other parts of BC (e.g., not all cultures create totem poles, materials used reflect local geography)</li> </ul>
<p>B5 independently select and read, for sustained periods of time, authentic First Peoples texts for enjoyment and to increase fluency</p>	<ul style="list-style-type: none"> <li>▶ choose texts of appropriate difficulty (e.g., vocabulary preview, paraphrase a paragraph)</li> <li>▶ select texts based on personal interest or topic of study (e.g., preview table of contents, choose by genre and/or author, choose resource from a text set)</li> <li>▶ read independently every day (e.g., 15-20 minutes in class, 30-45 minutes on own time)</li> <li>▶ track and/or describe independent reading (e.g., home reading logs, literary journals, book reviews, partner talk)</li> <li>▶ offer to read aloud to various audiences (e.g., family members, a partner, information circle, research group)</li> <li>▶ use knowledge of genre and text structure to improve fluency and expression when reading aloud</li> <li>▶ describe text, author, and/or genre preferences</li> </ul>

Reading and Viewing — Strategies

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B6 before reading and viewing, select, adapt, and apply a range of strategies to anticipate content and construct meaning, including</p> <ul style="list-style-type: none"> <li>– interpreting a task</li> <li>– setting a purpose or multiple purposes</li> <li>– accessing prior knowledge, including knowledge of genre, form, and context</li> <li>– making logical, detailed predictions</li> <li>– generating guiding or speculative questions</li> </ul>	<ul style="list-style-type: none"> <li>▶ articulate a purpose for reading and viewing</li> <li>▶ explain what is already known about the topic and genre/form</li> <li>▶ use a variety of alternative sources to locate information and expand background knowledge about the topic or author (e.g., encyclopedia, Internet, books, articles)</li> <li>▶ sort and categorize key terms and/or images provided</li> <li>▶ state and support predictions based on prior knowledge and preview of the text</li> <li>▶ generate and ask questions to guide reading and viewing</li> <li>▶ revise or generate graphic organizers based on purpose for reading (e.g., for collecting ideas)</li> <li>▶ explain how selected note-taking assists in summarizing the text</li> </ul>
<p>B7 during reading and viewing, select, adapt, and apply a range of strategies to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> <li>– comparing and refining predictions, questions, and images</li> <li>– making connections to First Peoples worldviews</li> <li>– making inferences and drawing conclusions</li> <li>– reading the text aloud or listening to it read aloud</li> <li>– summarizing and paraphrasing</li> <li>– using text features</li> <li>– determining the meaning of unknown words and phrases</li> <li>– clarifying meaning</li> </ul>	<ul style="list-style-type: none"> <li>▶ discuss, explain, and compare predictions, and revise predictions based on new information as applicable</li> <li>▶ identify and communicate text-to-text, text-to-self, and/or text-to-world connections made while reading (e.g., using concept maps, journal response, coding text, partner chats)</li> <li>▶ share, record, and revise questions and inferences</li> <li>▶ describe, sketch, or use graphic organizers to record mental images (e.g., graphic organizers or reflective journals to identify connectedness and relationships)</li> <li>▶ identify graphic and visual cues used to find information and clarify understanding (e.g., glossaries, summaries, questions in text, outlines, sidebars, navigation bars, hyperlinks)</li> <li>▶ make notes using multiple levels of hierarchy (e.g., outlines, mind maps, critical timelines)</li> <li>▶ restate main ideas and events in own words</li> <li>▶ read texts aloud or listen to texts read aloud to hear how the sound of the language (e.g., alliteration, rhythm, inflection, pacing) supports meaning</li> <li>▶ use context cues, word structure, illustrations, and classroom resources to understand unfamiliar vocabulary</li> <li>▶ identify difficulties in reading comprehension and apply appropriate strategies to make sense of the text</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B8 after reading and viewing, select, adapt, and apply a range of strategies to extend and confirm meaning, and to consider author’s craft, including</p> <ul style="list-style-type: none"> <li>– reflecting on predictions, questions, images, and connections made during reading</li> <li>– making connections to self, to identity, to other texts, and to place</li> <li>– reviewing text and purpose for reading</li> <li>– making inferences and drawing conclusions</li> <li>– summarizing, synthesizing, and applying ideas</li> <li>– identifying stylistic techniques</li> </ul>	<ul style="list-style-type: none"> <li>▶ consider and express initial responses (e.g., journal entry, partner talk, small-group and whole-group discussion, literature circles)</li> <li>▶ generate and communicate questions related to and going beyond the text</li> <li>▶ identify and communicate text-to-text, text-to-self, and/or text-to-world connections (e.g., using journal response, talking circle, exit slips)</li> <li>▶ re-state the main ideas and provide supporting details</li> <li>▶ suggest inferences and conclusions supported by evidence from the text</li> <li>▶ listen to, consider, and express alternative interpretations of the text</li> <li>▶ compare the ideas expressed in the text to ideas from other sources (e.g., prior knowledge and assumptions, partner talk, class discussions, secondary texts, media sources)</li> <li>▶ generate and integrate new ideas (e.g., suggest an alternative approach, articulate personal change, suggest what is missing in other texts)</li> <li>▶ discuss elements of style used by the author (e.g., use of diction, dialect, syntax, humour, circular structure, speaker’s voice)</li> <li>▶ describe how knowledge of a text is extended when it is revisited at a later date</li> </ul>

**Reading and Viewing — Thinking**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B9 explain and support personal responses to texts, by</p> <ul style="list-style-type: none"> <li>– making comparisons to other ideas and concepts</li> <li>– relating reactions and emotions to understanding of the text</li> <li>– developing opinions using reasons and evidence</li> <li>– suggesting contextual influences and relationships</li> </ul>	<ul style="list-style-type: none"> <li>▶ make and explain comparisons between a text and own ideas, beliefs, experiences, and feelings</li> <li>▶ describe and discuss emotions evoked by text supported by reasons, questions, explanations, and evidence</li> <li>▶ express opinions and judgments regarding text supported by reasons, explanations, and evidence</li> <li>▶ make and support connections to reading and viewing selections</li> <li>▶ show how personal context affects response to a text</li> </ul>
<p>B10 interpret, analyse, and evaluate ideas and information from texts, by</p> <ul style="list-style-type: none"> <li>– critiquing logic and quality of evidence</li> <li>– identifying and describing diverse voices</li> <li>– critiquing perspectives</li> <li>– identifying and challenging bias, contradictions, and distortions</li> <li>– identifying the importance and impact of social, political, and historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>▶ evaluate the author’s logic and quality of evidence</li> <li>▶ use evidence from other texts to support interpretations</li> <li>▶ identify more than one voice or perspective in a text and how they contribute to shifting meaning (e.g., the same story told by four different characters in the four “Home” chapters in <i>Born with a Tooth</i> reinforces the theme)</li> <li>▶ identify missing perspectives</li> <li>▶ evaluate assumptions implicit within texts</li> <li>▶ identify and challenge bias, distortion, contradictions, and/or lack of coherence</li> <li>▶ examine the influence and importance of social, political, and historical factors — such as gender, race/ethnicity, sexual orientation, social and economic status, religious belief, and era — on the text and on the author</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B11 synthesize and extend thinking about texts, by</p> <ul style="list-style-type: none"> <li>– making connections to First Peoples principles of learning</li> <li>– personalizing ideas, information, and understandings</li> <li>– explaining relationships among ideas, information, and understandings</li> <li>– applying new ideas, information, and understandings</li> <li>– contextualizing ideas, information, and understandings</li> <li>– transforming existing ideas and understandings</li> </ul>	<ul style="list-style-type: none"> <li>▶ describe how First Peoples principles of learning help them understand texts read and viewed (e.g., attachment to the land and ancestors helps one grow and learning about one is tied to the other)</li> <li>▶ integrate new information into existing knowledge and beliefs (e.g., recognize legitimacy and shortcomings of concepts and beliefs, consider how new information and existing knowledge work together to provide multiple meanings)</li> <li>▶ make connections between the text and First Peoples worldviews</li> <li>▶ combine perspectives from multiple texts</li> <li>▶ juxtapose and merge related ideas (e.g., examine similar elements of style to make judgments about effective writing)</li> <li>▶ consider shifts in meaning based on different contexts (e.g., examine how gender or culture influence authors’ positions on an issue)</li> <li>▶ use key ideas and relevant details from texts to create responses (e.g., transpose issues, elements of style, themes, and/or artefacts from texts to create new works)</li> <li>▶ consider developments extending beyond the text (e.g., suggest actions to be taken based on new information)</li> </ul>
<p>B12 use metacognitive strategies to reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> <li>– making connections between their exploration of personal identity and texts studied</li> <li>– referring to criteria</li> <li>– setting goals for improvement</li> <li>– creating a plan for achieving goals</li> <li>– evaluating progress and setting new goals</li> </ul>	<ul style="list-style-type: none"> <li>▶ cite an incident from personal experience that relates to a text read or viewed (e.g., “This reminds me of a time when I ...”)</li> <li>▶ contribute relevant ideas and opinions to discussions about effective reading and viewing</li> <li>▶ generate and select criteria for reading and viewing</li> <li>▶ identify strengths as readers and viewers using vocabulary from class-developed criteria and/or other criteria</li> <li>▶ demonstrate understanding of strategies available to increase success in reading and viewing</li> <li>▶ evaluate reading and viewing through meaningful self-assessment (e.g., “I notice that I’m automatically summarizing the main points as I go.”)</li> <li>▶ set new goals and create a plan for implementation</li> <li>▶ periodically review goals and assess progress (e.g., “I’m getting better at ..., I need to continue to work on ...”)</li> </ul>

*Reading and Viewing — Features*

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B13 recognize and explain how structures and features of First Peoples texts shape readers' and viewers' construction of meaning and appreciation of author's craft, including</p> <ul style="list-style-type: none"> <li>– functions of text</li> <li>– form and genre</li> <li>– literary elements</li> <li>– literary devices</li> <li>– use of language</li> <li>– non-fiction elements</li> <li>– visual/aesthetic devices</li> </ul>	<ul style="list-style-type: none"> <li>▶ identify issues related to ownership of texts (e.g., recognize that some stories and symbols are sacred and can only be shared with permission and/or in certain situations)</li> <li>▶ explain the function of a text (e.g., to experiment, argue, analyse, record, teach, express, entertain)</li> <li>▶ identify aspects of text that are characteristic of a specific genre or type of work (e.g., the inclusion of a trickster character in a text evokes First Peoples creation, transformation, or teaching stories)</li> <li>▶ explain how literary elements contribute to understanding (e.g., the use of first person narrative contributes to the strength of the voice)</li> <li>▶ explain how literary devices contribute to understanding (e.g., use of parables to transmit traditional knowledge)</li> <li>▶ describe how the author's use of language contributes to style (e.g., deliberate use of sentence fragments, incorporation of First Peoples language words, conversational style in the narrative)</li> <li>▶ explain the function of non-fiction elements (e.g., cause-and-effect structure clearly identifies purpose, analogies help to link the unfamiliar to the familiar)</li> <li>▶ explain the function of visual/aesthetic devices (e.g., the illustrations and words in a graphic novel complement each other)</li> </ul>
<p>B14 demonstrate increasing word skills and vocabulary knowledge, by</p> <ul style="list-style-type: none"> <li>– analysing the origins and roots of words</li> <li>– determining meanings and uses of words based on context</li> <li>– identifying, selecting, and using appropriate academic and technical language</li> <li>– using vocabulary appropriate to audience and purpose</li> <li>– identifying selected terms from First Peoples languages</li> <li>– discerning nuances in meaning of words, considering social, political, historical, and literary contexts</li> </ul>	<ul style="list-style-type: none"> <li>▶ demonstrate awareness that some First Peoples words and phrases cannot be translated easily</li> <li>▶ apply knowledge of word origins and word relationships to determine meaning</li> <li>▶ identify overused words and phrases (e.g., jargon, clichés, idioms)</li> <li>▶ identify and choose to use or avoid colloquialisms</li> <li>▶ identify words that an author may have chosen for a particular effect (e.g., using words with multiple meanings to create ambiguity, humour, or layers of meaning; incorporating First Peoples language to enhance meaning or for sensory effect)</li> <li>▶ explain analogies, analysing specific comparisons and/or inferences</li> <li>▶ identify new vocabulary introduced in texts, including <ul style="list-style-type: none"> <li>– words from First Peoples languages</li> <li>– academic and technical terms related to English language arts and other subject areas)</li> </ul> </li> <li>▶ use newly acquired vocabulary in their speaking and writing experiences</li> </ul>

## Writing and Representing

### Writing and Representing — Purposes

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
C1 write meaningful personal texts that elaborate on ideas and information to <ul style="list-style-type: none"> <li>– experiment</li> <li>– explore and express identity</li> <li>– support the well-being of self</li> <li>– make connections</li> <li>– reflect and respond</li> <li>– remember and recall</li> </ul>	<ul style="list-style-type: none"> <li>▶ experiment with various forms of personal writing to explore ideas, feelings, and opinions (e.g., experiment with various views and voices, use writing to prepare for and enhance oral communication and vice versa)</li> <li>▶ express ideas, feelings, insights, and personal views through sustained writing</li> <li>▶ make connections between experiences and/or texts (e.g., integrate new ideas and opinions)</li> <li>▶ reflect on and respond to a topic, issue, or theme to develop an opinion</li> <li>▶ remember and recall relevant details from texts and prior experiences</li> </ul>
C2 write purposeful informational texts that express ideas, information, and understanding to <ul style="list-style-type: none"> <li>– explore and respond</li> <li>– record and describe</li> <li>– speculate and consider</li> <li>– argue and persuade</li> <li>– analyse and critique</li> <li>– engage</li> </ul>	<ul style="list-style-type: none"> <li>▶ write texts that support the self, family, community, land, spirits, or ancestors</li> <li>▶ explore and respond to ideas, information, and understandings through various forms of informational writing</li> <li>▶ write informational text that accomplishes a clearly stated purpose (e.g., instructions to be followed, details to support a thesis, speech to advocate for an issue)</li> <li>▶ write texts that consider and examine diverse perspectives</li> <li>▶ modify language in relation to the needs and interests of the audience</li> <li>▶ present ideas and information in a purposeful and relevant way</li> <li>▶ coherently develop an opinion or argument</li> <li>▶ use relevant details to express and justify a viewpoint</li> </ul>
C3 write effective imaginative texts to develop ideas, information, and understandings to <ul style="list-style-type: none"> <li>– strengthen connections and insights</li> <li>– explore and adapt literary forms and techniques</li> <li>– experiment with increasingly sophisticated language and style</li> <li>– engage and entertain</li> </ul>	<ul style="list-style-type: none"> <li>▶ write imaginative texts for authentic purposes (e.g., dramatic monologue with a beginning, middle, and end)</li> <li>▶ relate ideas, feelings, insights, and personal views through sustained writing</li> <li>▶ apply various forms or genres of imaginative writing to develop ideas through details, images, and emotions</li> <li>▶ develop ideas and emotions indirectly (e.g., dialogue, showing characters through their actions)</li> <li>▶ use figurative language to enhance meaning and emotion</li> <li>▶ write purposeful, creative texts that have an impact on audience</li> </ul>
C4 create thoughtful representations, individually and collaboratively, that communicate ideas, information, and understandings to <ul style="list-style-type: none"> <li>– reflect, explore, and respond</li> <li>– record and describe</li> <li>– explain and persuade</li> <li>– make connections</li> <li>– engage</li> </ul>	<ul style="list-style-type: none"> <li>▶ select an appropriate representation (e.g., slide show, drama, song, model, graphic novel, weaving, storyboard, verbal-visual essay) for a given communication purpose, and defend their choice</li> <li>▶ create representations that depict personal feelings, experiences, and opinions</li> <li>▶ create representations that convey information and/or emotion for a specific purpose and audience</li> <li>▶ develop key ideas through details and images</li> <li>▶ select visual/aesthetic elements and forms to create emotional impact and enhance communication</li> </ul>

**Writing and Representing — Strategies**

<b>Prescribed Learning Outcomes</b>	<b>Suggested Achievement Indicators</b>
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C5 select, adapt, and apply a range of strategies to generate, develop, and organize ideas for writing and representing, including</p> <ul style="list-style-type: none"> <li>– making connections</li> <li>– setting a purpose and considering audience</li> <li>– gathering and summarizing ideas from personal interest, knowledge, and inquiry</li> <li>– analysing writing samples or models</li> <li>– setting class-generated criteria</li> </ul>	<ul style="list-style-type: none"> <li>▶ consider prior knowledge and other sources (e.g., writing about what they know and care about, building on others’ ideas, research from a variety of sources)</li> <li>▶ discuss purpose and identify an audience for writing or representing</li> <li>▶ generate, collect, and develop ideas in a variety of ways (e.g., free-writing, interviewing, collaborative writing, experiential learning)</li> <li>▶ categorize and organize ideas and information using outlines and graphic organizers before and during writing/representing</li> <li>▶ record sources for citation during research and note taking</li> <li>▶ conceptualize the final product and plan the steps to achieve it</li> <li>▶ examine models of the genre and form, and identify and analyse its characteristics</li> <li>▶ generate class criteria for writing and representing (e.g., purpose and audience, length, elements specific to genre and/or form)</li> </ul>
<p>C6 select, adapt, and apply a range of drafting and composing strategies while writing and representing, including</p> <ul style="list-style-type: none"> <li>– using a variety of oral, written, and visual sources to collect ideas and information</li> <li>– generating text independently and collaboratively</li> <li>– organizing and synthesizing ideas and information</li> <li>– analysing writing samples or models</li> <li>– creating and consulting criteria</li> </ul>	<ul style="list-style-type: none"> <li>▶ expand ideas from prewriting to writing/representing (e.g., refer to notes for additional ideas, ask for and incorporate feedback from others)</li> <li>▶ consult a variety of oral, written, and visual texts for ideas and information (e.g., masks, archives, Elders)</li> <li>▶ participate in collaborative writing and representing processes, including achieving consensus on content and style</li> <li>▶ compose and share work in progress (e.g., peer and teacher conferences)</li> <li>▶ identify and restate main points to clarify meaning</li> <li>▶ synthesize ideas and information from various oral, written, and visual sources to develop and support a thesis or theme</li> <li>▶ use models to assist in understanding form (e.g., story, essay, advertisement) and style (e.g., use of dialogue, provocative introduction, syntax, use of humour, visual elements such as page design)</li> <li>▶ use print and electronic references and tools while drafting (e.g., dictionaries, graphics programs)</li> <li>▶ refer to criteria (e.g., self-generated, class, school, locally developed) during drafting and composing</li> <li>▶ generate increasingly detailed drafts</li> <li>▶ revise drafts (e.g., experimenting with paragraph order, effective transitions, more engaging introduction and effective conclusion)</li> </ul>
<p>C7 select, adapt, and apply a range of strategies to revise, edit, and publish writing and representing, including</p> <ul style="list-style-type: none"> <li>– checking work against established criteria</li> <li>– enhancing supporting details and examples</li> <li>– refining specific aspects and features of text</li> <li>– proofreading</li> </ul>	<ul style="list-style-type: none"> <li>▶ continue the revision process until a satisfactory product is achieved in relation to established criteria</li> <li>▶ reconsider or review for specific features or established criteria (e.g., supporting details, sentence variety, effectiveness of visual elements, consideration of audience and purpose)</li> <li>▶ select areas for revision and revise to enhance work</li> <li>▶ review and confirm organization (e.g., sequencing, transitions, development of ideas)</li> <li>▶ accept and incorporate applicable revision suggestions from peers and teacher (e.g., more descriptive language, add detail to illustration)</li> <li>▶ edit and proofread for clarity, spelling, punctuation, and overall appearance</li> <li>▶ read own and others’ written texts aloud to facilitate development and presentation</li> <li>▶ apply presentation details appropriate to medium (e.g., legibility, visual impact, spatial organization)</li> </ul>

**Writing and Representing — Thinking**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C8 write and represent to explain and support personal responses to texts, by</p> <ul style="list-style-type: none"> <li>– making comparisons to other ideas and concepts</li> <li>– relating reactions and emotions to understanding of the text</li> <li>– developing opinions using reasons and evidence</li> <li>– suggesting contextual influences and relationships</li> </ul>	<ul style="list-style-type: none"> <li>▶ draw comparisons between their own ideas, beliefs, experiences, and feelings, and those in texts</li> <li>▶ express feelings or thoughts with increasing subtlety and specificity about an experience or text</li> <li>▶ express opinions regarding text supported by reasons, explanations, and evidence</li> <li>▶ explain the influence of context on their opinions and perspectives (e.g., “Hearing an Aboriginal veteran speak on Remembrance Day opened my eyes to another view of Canadian history.”)</li> <li>▶ respond in various forms (e.g., written, visual, oral, kinesthetic)</li> <li>▶ use vocabulary that expresses a depth and range of response</li> </ul>
<p>C9 write and represent to interpret, analyse, and evaluate ideas and information from texts, by</p> <ul style="list-style-type: none"> <li>– critiquing logic and quality of evidence</li> <li>– relating and critiquing perspectives</li> <li>– identifying and challenging bias, contradictions, and distortions</li> <li>– identifying the importance and impact of social, political, and historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>▶ critique the author’s logic and quality of evidence (e.g., “There is a lack of coherence in the author’s argument about ...” “I didn’t think I believed that ... but her evidence was so strong, I changed my mind.”)</li> <li>▶ assess the effectiveness of ideas and information (e.g., identify and provide evidence of bias, trace the logic of an argument, judge the impact of an emotional appeal)</li> <li>▶ examine and compare ideas and information</li> <li>▶ critique other perspectives and identify missing perspectives</li> <li>▶ recognize and describe bias in own and others’ thinking (e.g., “These three essays show the authors’ racial biases.”)</li> <li>▶ describe the influence and importance of historical, political, and social factors — such as gender, race/ethnicity, sexual orientation, social and economic status, religious belief, and era — on the text and on the author</li> </ul>
<p>C10 write and represent to synthesize and extend thinking, by</p> <ul style="list-style-type: none"> <li>– personalizing ideas, information, and understandings</li> <li>– explaining relationships among ideas, information, and understandings</li> <li>– applying new ideas, information, and understandings</li> <li>– contextualizing ideas, information, and understandings</li> <li>– transforming existing ideas and understandings</li> </ul>	<ul style="list-style-type: none"> <li>▶ integrate new information into existing knowledge and beliefs (e.g., recognize legitimacy and shortcomings of concepts and beliefs, consider how new information and existing knowledge work together to provide multiple meanings)</li> <li>▶ combine perspectives from multiple texts (e.g., synthesize a variety of critical perspectives into a new understanding)</li> <li>▶ consider shifts in meaning based on different contexts (e.g., examine how gender or culture influence an author’s position on an issue)</li> <li>▶ use key ideas and relevant details from texts to create representations or responses (e.g., apply learnings heard from a guest speaker to create a poem)</li> <li>▶ develop extensions or revisions of texts (e.g., suggest alternative outcomes, integrate a different perspective, write a biography of a minor character, create a fan fiction work)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C11 use metacognitive strategies to reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> <li>– making connections to First Peoples principles of learning</li> <li>– relating their work to criteria set by self or others</li> <li>– setting goals for improvement</li> <li>– creating a plan for achieving goals</li> <li>– evaluating progress and setting new goals</li> </ul>	<ul style="list-style-type: none"> <li>▶ reflect on the application of First Peoples principles of learning to their writing and representing (e.g., “I found it helpful to revisit the story after I did some research about the history of the Métis.”)</li> <li>▶ contribute relevant ideas and opinions to discussions about effective writing and representing</li> <li>▶ generate and select criteria specific to writing tasks</li> <li>▶ identify strengths and areas for growth as writers and representers using vocabulary from class-developed and/or other criteria</li> <li>▶ identify and assess writing/representing strategies used</li> <li>▶ set personal goals for writing and representing (e.g., “I need to make sure my word choice engages my audience.”)</li> <li>▶ develop and implement a plan to achieve the goals</li> <li>▶ periodically review goals and assess progress (e.g., “I’m getting better at...,” “I need to continue to work on...,” “These three items in my portfolio show that I have ...”)</li> </ul>

*Writing and Representing — Features*

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C12 use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including</p> <ul style="list-style-type: none"> <li>– syntax and sentence fluency</li> <li>– diction</li> <li>– point of view</li> <li>– literary devices</li> <li>– visual/aesthetic devices</li> </ul>	<p><b>Syntax/Sentence Fluency</b></p> <ul style="list-style-type: none"> <li>▶ use a variety of sentence lengths and structures</li> <li>▶ use a variety of sentence types for effect (e.g., inverted sentences)</li> <li>▶ combine sentences using subordinate and independent clauses</li> <li>▶ use transitional words and phrases within and between sentences and paragraphs</li> </ul> <p><b>Diction</b></p> <ul style="list-style-type: none"> <li>▶ apply increasingly sophisticated vocabulary in writing and representing</li> <li>▶ use clear language and content words effectively</li> <li>▶ demonstrate increasing specificity of language</li> <li>▶ experiment with word choice and phrasing based on audience and purpose (e.g., age-appropriate language for a children’s book, use of dialect, incorporation of First Peoples language terms)</li> </ul> <p><b>Point of View</b></p> <ul style="list-style-type: none"> <li>▶ incorporate appropriate diction and tone based on audience and purpose</li> <li>▶ maintain consistent tone</li> <li>▶ maintain a consistent point of view</li> <li>▶ reveal individual perspective when representing</li> <li>▶ experiment with alternative points of view (e.g., multiple narrators, flashbacks)</li> </ul> <p><b>Literary Devices</b></p> <ul style="list-style-type: none"> <li>▶ use descriptive/sensory details to enhance and refine ideas</li> <li>▶ create effective images through figurative and evocative language</li> <li>▶ incorporate literary devices to enhance meaning</li> </ul> <p><b>Visual/Aesthetic Components</b></p> <ul style="list-style-type: none"> <li>▶ choose a form appropriate to purpose (e.g., body biography to represent a symbolic characters, soundtrack for a drama or multimedia presentation)</li> <li>▶ show attention to detail (e.g., traditional rhythm for songs) and some mastery of form (e.g., screenplay formatting conventions)</li> <li>▶ integrate visual/aesthetic elements and language to develop meaning (e.g., background and foreground, musical motif, pacing, intensity, articulation, fades, camera angles, props)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C13 use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including</p> <ul style="list-style-type: none"> <li>– organization of ideas and information</li> <li>– text features and visual/aesthetic devices</li> </ul>	<p><b>Organization of Ideas and Information</b></p> <ul style="list-style-type: none"> <li>▶ follow conventions of a specific form or genre to match writing or representing task (e.g., metre specific to poem forms)</li> <li>▶ use internal elements/text structures (e.g., salutation in letter, “hook” in paragraph) appropriate to purpose and audience</li> <li>▶ unify writing/representing with a controlling purpose</li> <li>▶ begin with an effective introduction/engaging opening (e.g., clearly indicates purpose, grabs reader’s/viewer’s attention)</li> <li>▶ develop a sequence of ideas with helpful transitions</li> <li>▶ finish with a logical conclusion/effective ending</li> </ul> <p><b>Text Features and Visual/Aesthetic Devices</b></p> <ul style="list-style-type: none"> <li>▶ include text features when appropriate (e.g., diagrams, graphics, titles and headings)</li> <li>▶ include visual/aesthetic devices (e.g., labels, colour, space, gesture, cropping) clearly and effectively to enhance meaning</li> <li>▶ integrate visual/aesthetic devices with language to develop meaning (e.g., poem layout in a specific of a wave, path, tree, etc. to illustrate theme)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C14 use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including</p> <ul style="list-style-type: none"> <li>– grammar and usage</li> <li>– Canadian conventions for spelling, punctuation, and capitalization</li> <li>– copyright and citation of references</li> <li>– presentation/layout</li> </ul>	<p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>▶ use co-ordinate and subordinate conjunctions to create compound, complex, and compound-complex sentence structures</li> <li>▶ maintain subject-verb agreement and pronoun-antecedent agreement</li> <li>▶ properly place modifiers</li> <li>▶ maintain consistent verb tense</li> <li>▶ use active and passive voice to suit purpose and audience (e.g., active voice for clarity of expression, passive voice when the subject is not known)</li> </ul> <p><b>Punctuation/Capitalization/Spelling</b></p> <ul style="list-style-type: none"> <li>▶ use Canadian conventions for punctuation — including commas, semi-colons, and quotation marks — and capitalization to communicate clearly</li> <li>▶ use punctuation and capitalization correctly in special situations, including direct quotations, scripts, dialogue, and poetry</li> <li>▶ deliberately break punctuation, capitalization, and spelling conventions for stylistic effect</li> <li>▶ employ knowledge of word patterns and Canadian spelling rules to analyse and correct spelling errors</li> <li>▶ use reference materials to confirm spellings and to solve spelling problems when editing (e.g., dictionary, spell-checker, personal word list)</li> </ul> <p><b>Copyright/Citation of References</b></p> <ul style="list-style-type: none"> <li>▶ define and explain copyright and plagiarism in context</li> <li>▶ acknowledge sources of information when creating texts (e.g., print, web-based, oral sources)</li> <li>▶ respect and acknowledge copyright</li> <li>▶ respect and acknowledge that some First Peoples stories are owned and can only be shared with permission</li> <li>▶ embed quotations within sentences</li> <li>▶ cite research information, ideas, and quotations in a consistent and ethical manner, according to acceptable research methodology (e.g., cite sources using a recognized style such as MLA, APA, or Chicago)</li> </ul> <p><b>Presentation/Layout</b></p> <ul style="list-style-type: none"> <li>▶ write legibly or word-process in a readable format</li> <li>▶ use headings, titles, graphics, illustrations, and/or audio clips appropriate to context and purpose</li> <li>▶ apply aspects of presentation appropriate to medium (e.g., visual impact, spatial organization, lighting, choreography)</li> </ul>



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Learning Resources  
*English 10 and 11 First Peoples*



This section contains general information on learning resources for English 10 and 11 First Peoples.

Teachers must use either

- provincially recommended resources  
OR
- resources that have been evaluated through a local, board/authority-approved process.

Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Ministry policy concerning Learning Resources can be found on the ministry's policy website: [www.bced.gov.bc.ca/policy/policies/](http://www.bced.gov.bc.ca/policy/policies/)

As EFP 10 and EFP 11 are courses intended for both Aboriginal and non-Aboriginal learners, targeted Aboriginal Education funding should not be used to purchase learning resource materials.

### Authentic Texts

Critical for the success of EFP is the selection of authentic First Peoples texts. Authentic First Peoples texts are those that

- present authentic First Peoples voices — i.e., historical or contemporary texts created by First Peoples (or through the substantial contributions of First Peoples)
- depict 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)
- incorporate First Peoples story-telling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour).

Further, texts to support EFP should

- focus primarily on First Peoples voices from British Columbia, but also include texts that reflect First Peoples perspectives from elsewhere in Canada and throughout the world
- demonstrate a high level of literary/artistic merit
- be age-appropriate (e.g., re: reading level) for students at the grade level in question.

Teachers wishing to use any learning resource materials that are not provincially recommended will need to have the resources approved by their board of education/authority. To assist districts with the approval process, the First Nations Education Steering Committee has identified, reviewed, and annotated a number of texts suitable for teaching EFP. These texts are listed in the *FNESC English 10 and 11 First Peoples Teacher Resource Guide*.

The Teacher Resource Guide is available online at [www.fnesc.ca/efp](http://www.fnesc.ca/efp)





Glossary

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*English 10 and 11 First Peoples*



## Glossary

This glossary defines selected terms as they have been used in this curriculum document. The definitions provide specificity and context to help clarify the intent of expectations articulated in the curriculum. This glossary is a starting point only, and is not intended to be an exhaustive list of terminology related to English language arts or First Peoples.

<b>authentic First Peoples texts</b>	<p>Authentic First Peoples texts are those that</p> <ul style="list-style-type: none"> <li>• present authentic First Peoples voices — i.e., historical or contemporary texts created by First Peoples (or through the substantial contributions of First Peoples)</li> <li>• depict 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)</li> <li>• incorporate First Peoples story-telling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour).</li> </ul>
<b>circular structure</b>	<p>A circular narrative structure is one in which the ending of the story goes back to the beginning. A circular structure is common in many First Peoples text forms. Related to the circular structure is the recursive structure, when the author comes back to the same theme, idea, or motif again and again throughout the story.</p>
<b>First Peoples</b>	<p>First Peoples refers to First Nations, Métis, and Inuit peoples in Canada, as well as indigenous peoples around the world.</p>
<b>First Peoples principles of learning</b>	<p>While the specific principles of learning will vary according to the varied teaching and learning approaches that prevail within a particular First Peoples society, the following principles represent an attempt to identify a number of common elements that are affirmed within First Peoples societies and are reflected in the course curriculum:</p> <ul style="list-style-type: none"> <li>• Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</li> <li>• Learning is holistic, reflexive, reflective, experiential, and relational (focussed on connectedness, on reciprocal relationships, and a sense of place).</li> <li>• Learning involves recognizing the consequences of one's actions.</li> <li>• Learning involves generational roles and responsibilities.</li> <li>• Learning recognizes the role of indigenous knowledge.</li> <li>• Learning is embedded in memory, history, and story.</li> <li>• Learning involves patience and time.</li> <li>• Learning requires exploration of one's identity.</li> <li>• Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</li> </ul>

<b>First Peoples worldviews</b>	<p>Although First Peoples worldviews vary from community to community, the following themes are some that characteristically form part of the worldview of many First Peoples:</p> <ul style="list-style-type: none"> <li>• connection with the land and environment</li> <li>• the nature and place of spirituality as an aspect of wisdom</li> <li>• the nature of knowledge — who holds it, what knowledge is valued</li> <li>• the role of Elders</li> <li>• the relationships between individual, family, and community</li> <li>• the importance of the oral tradition</li> <li>• the experience of colonization and decolonization (e.g., residential schools, the reserve system, land claims)</li> <li>• humour and its role.</li> </ul>
<b>form (literary form)</b>	<p>Form refers to the organization and structure of a text (e.g., speech, story, stage play, novel, poem, newspaper article, letter, chart, web site, dance, painting). Teachers should be aware that that many authentic First Peoples texts do not adhere to a single definable form (e.g., a performance text may incorporate elements of drama, dance, song, drumming, and regalia).</p>
<b>metacognition/ metacognitive strategies</b>	<p>Metacognition is “thinking about thinking,” which results in students’ individual knowledge of their own learning processes. In the English curricula, the successful use of metacognitive strategies involves reflection, self-assessment, setting goals, and creating a plan for achieving those goals.</p> <p>In English First Peoples, metacognition includes a connection to the First Peoples principles of learning (e.g., reflecting on how learning supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors; recognizing the consequences of one’s actions; examining how learning contributes to the exploration of identity).</p>
<b>oral tradition</b>	<p>Oral tradition is the means by which cultural transmission occurs over generations, other than through written records. Among First Peoples, oral tradition may consist of told stories, songs, and/or other types of wisdom or information, often incorporating dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truths (e.g., via symbol and metaphor), oral tradition provides a record of literal fact (e.g., regarding events and/or situations).</p>
<b>recursive approach</b>	<p>A recursive approach involves revisiting the same text more than once, allowing the learner to recontextualize how she or he views a text in light of other learnings and in relation to other, comparable texts. A recursive approach can lead the reader to a deeper or wholly different understanding of the text. This approach supports the First Peoples principle of learning that learning is holistic, reflexive, reflective, experiential, and relational.</p>
<b>text</b>	<p>For purposes of all English language arts curricula in BC, the term “text” denotes any piece of spoken, written, or visual communication (e.g., a particular speech, essay, poem, story, poster, drama, film, graphic novel). A text may combine oral, written, and/or visual components.</p>

**trickster**

The trickster is an anthropomorphic character who disobeys normal rules and conventional behaviour, displaying cunning and artfulness. The trickster often has supernatural powers, and may play the role of transformer/creator, destroyer, clown, or magician. Writers may use the trickster archetype to teach lessons about the meaning of existence, introduce humour, act as a symbol, teach humility and the value of learning from mistakes, or provide social commentary. The most common trickster characters in North American First Peoples stories are Coyote, Raven, and Rabbit. Other examples of trickster characters include Anansi the spider (in many African cultures) and the Fox (in many European cultures).

