

FIRST  
PEOPLES

# PRINCIPLES OF LEARNING

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 (focused 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.



For First Peoples  
classroom resources  
visit: [www.fnesc.ca](http://www.fnesc.ca)



# English Language Arts (ELA) Curriculum

- ▶ ELA Curriculum for K-9 is finalized and implemented
- ▶ ELA Curriculum for 10-12 is still in draft mode and has been delayed for at least another year (earliest start would be the 2018-2019 school year)
- ▶ All six of the language arts elements – **reading, listening, viewing, writing, speaking, and representing** – remain inextricably interwoven in the ELA K-12 curriculum
- ▶ There is a greater focus on **First Peoples content, worldviews, and Principles of Learning**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/>

# ELA Curriculum

- ▶ What's new and different from the old curriculum?
  - ▶ The Big Ideas have been created to be understandings that students can arrive at themselves through engaging with the learning standards of the curriculum
  - ▶ The redesigned curriculum includes a greater focus on the importance of identity, culture, and multiple perspectives; the joy of reading a variety of materials, including story and informational text; and **First Peoples content, worldviews, and Principles of Learning**
- ▶ The curricular elements in the draft ELA Grade 10-12 curriculum are the same as those in the K-9 curriculum and it has been revised to align with the Know-Do-Understand model of learning.

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/>

# Core Competencies

C  
Communication

T  
Thinking

PS  
Personal & Social

## Big Ideas

Language and story can be a source of creativity and joy.

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

People understand text differently depending on their worldviews and perspectives.

Texts are socially, culturally, and historically constructed.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

# English Language Arts

[Introduction](#) [Goals and Rationale](#) [What's New](#)

## Grade 10

- [Composition 10](#)
- [Composition 10 with elaborations](#)
- [Creative Writing 10](#)
- [Creative Writing 10 with elaborations](#)
- [Focused Literary Studies 10](#)
- [Focused Literary Studies 10 with elaborations](#)
- [New Media 10](#)
- [New Media 10 with elaborations](#)
- [Spoken Language 10](#)
- [Spoken Language 10 with elaborations](#)

## Grade 11

- [Composition 11](#)
- [Composition 11 with elaborations](#)
- [Creative Writing 11](#)
- [Creative Writing 11 with elaborations](#)
- [Focused Literary Studies 11](#)
- [Focused Literary Studies 11 with elaborations](#)
- [New Media 11](#)
- [New Media 11 with elaborations](#)
- [Spoken Language 11](#)
- [Spoken Language 11 with elaborations](#)

## Grade 12

- [English 12](#)
- [English 12 with elaborations](#)

## English First Peoples

- [EFP: Composition 10](#)
- [EFP: Composition 10 with elaborations](#)
- [EFP: Creative Writing 10](#)
- [EFP: Creative Writing 10 with elaborations](#)
- [EFP: Focused Literary Studies 10](#)
- [EFP: Focused Literary Studies 10 with elaborations](#)
- [EFP: New Media 10](#)
- [EFP: New Media 10 with elaborations](#)
- [EFP: Spoken Language 10](#)
- [EFP: Spoken Language 10 with elaborations](#)

- [EFP: Composition 11](#)
- [EFP: Composition 11 with elaborations](#)
- [EFP: Creative Writing 11](#)
- [EFP: Creative Writing 11 with elaborations](#)
- [EFP: Focused Literary Studies 11](#)
- [EFP: Focused Literary Studies 11 with elaborations](#)
- [EFP: New Media 11](#)
- [EFP: New Media 11 with elaborations](#)
- [EFP: Spoken Language 11](#)
- [EFP: Spoken Language 11 with elaborations](#)

- [English First Peoples 12](#)
- [English First Peoples 12 with elaborations](#)

# Draft ELA/EFP 10

- ▶ Students must take 4 credits of English at the grade 10 level
- ▶ Students have 5 different courses they can choose from
- ▶ Students must choose two of the following:
  - ▶ Composition 10
  - ▶ Creative Writing 10
  - ▶ Focused Literary Studies 10
  - ▶ New Media 10
  - ▶ Spoken Language 10
- ▶ Students would need to take 2 of these (bundled together) in grade 10

# Draft ELA/EFP 11 & 12

- ▶ Students must take 4 credits of English at the grade 11 level
- ▶ Students have 5 different courses they can choose from
- ▶ Students must choose one of the following:
  - ▶ Composition 11
  - ▶ Creative Writing 11
  - ▶ Focused Literary Studies 11
  - ▶ New Media 11
  - ▶ Spoken Language 11
- ▶ **There are no prerequisites for any of these courses**
- ▶ Both the Grade 11 areas of choice and the Grade 12 course may be taken in either Grade 11 or Grade 12



## BIG IDEAS

<p>The exploration of <b>text</b> and <b>story</b> deepens our understanding of diverse, complex ideas about identity, others, and the world.</p>	<p>People understand <b>text</b> differently depending on their worldviews and perspectives.</p>	<p><b>Texts</b> are socially, culturally, geographically, and historically constructed.</p>	<p>Language shapes ideas and influences others.</p>	<p>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p>
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## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• Read for enjoyment and to achieve personal goals</li> <li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>• Recognize the diversity within and across First Peoples societies represented in texts</li> <li>• Recognize the influence of place in First Peoples and Canadian texts</li> <li>• <b>Access information for diverse purposes</b> and from a <b>variety of sources</b> and evaluate its <b>relevance</b>, accuracy, and <b>reliability</b></li> <li>• Apply appropriate <b>strategies</b> in a <b>variety of contexts</b> to comprehend written, oral, visual, and <b>multimodal texts</b>; guide inquiry; and extend thinking</li> <li>• <b>Synthesize</b> ideas from a variety of texts/sources</li> <li>• Recognize and appreciate how various forms, structures, and <b>features of texts</b> reflect a variety of purposes, audiences, and messages</li> <li>• Think critically, creatively, and <b>reflectively</b> to explore ideas within, between, and beyond texts</li> <li>• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</li> <li>• <b>Recognize how language constructs personal, social, and cultural identity</b></li> <li>• Construct meaningful personal connections between self, text, and world</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• features and structures of First Peoples text: <ul style="list-style-type: none"> <li>– <b>narrative structures</b> found in First Peoples texts</li> <li>– issues related to the ownership of First Peoples texts, and <b>protocols</b> for their use</li> <li>– the legal status of <b>First Peoples oral tradition</b> in Canada</li> </ul> </li> <li>• forms, functions, and genres of texts</li> <li>• elements of non-fiction texts</li> <li>• elements of visual/graphic texts</li> <li>• <b>literal</b> and <b>inferential</b> meaning</li> <li>• <b>bias, propaganda</b>, manipulation</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> </ul>



Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Respond to <b>text</b> in personal, creative, and critical ways</li> <li>• <b>Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact</b></li> <li>• Recognize an increasing range of <b>text</b> structures and how they contribute to meaning</li> </ul> <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> <li>• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and <b>extend thinking</b></li> <li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal <b>contexts</b> for a <b>range of purposes</b></li> <li>• Select and apply an appropriate spoken language format for an intended purpose</li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences</li> <li>• Express and support an opinion with credible evidence</li> <li>• <b>Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact</b> according to purpose, <b>audience</b>, and message</li> <li>• Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context</li> <li>• Use <b>acknowledgements and citations</b> to recognize intellectual property rights</li> <li>• Transform ideas and information to create original texts, using new or unfamiliar genres, forms, structures, and styles</li> </ul>	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• syntax and sentence fluency</li> <li>• elements of style</li> <li>• <b>rhetorical devices</b></li> <li>• <b>usage</b></li> <li>• <b>conventions</b></li> <li>• <b>persuasive techniques</b></li> <li>• <b>literary elements and devices</b></li> <li>• <b>citation techniques</b></li> <li>• presentation techniques</li> </ul>

# Exams and Assessment

- ▶ There is no longer an English 10 provincial exam (worth 20%)
- ▶ The government is still working on assessment and reporting for ELA K-12
- ▶ Currently, it is not known what type of assessment will follow the new English 12