

Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	<i>First Nations, Métis, and Inuit Studies</i>
Ministry of Education Course Title:	English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11
Grade Level:	11
Ministry Course Code:	NBE3U

Teacher's Name: Melissa Black

Developed by: Melissa Black Date: January 2020

Revision Date: August 2022

Developed from:

Ontario Ministry of Education. (2019). *The Ontario curriculum, grades 9 to 12, First Nations, Métis, and Inuit Studies*. Toronto ON: Queen's Printer for Ontario.

Text: McCall, S., In Reder, D., In Gaertner, D., & In Hill, G. L. H. (2017). *Read, listen, tell: Indigenous stories from Turtle Island*. Waterloo, Ontario, Canada: Wilfred Laurier University Press.

Prerequisite: ENG2D

Credits: One

Length: 113.75 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 10, 2022

Course Description/Rationale

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.

Overall Curriculum Expectations

First Nations, Metis, and Inuit Perspectives and Text Forms in Canada

- Exploring: explore themes related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in text forms created in Canada, formulating questions and comparing perspectives to stimulate a well-reasoned exchange of ideas about these topics;
- Deconstructing: demonstrate an understanding of how representations of First Nations, Métis, and Inuit individuals, communities, and cultures in text forms created in Canada will be influenced by perspectives related to or shaped by historical period, cultural background, and social and political conditions and events, including perspectives related to gender and the role of women;
- Reconstructing: demonstrate an understanding of the role of contemporary and historical text forms created in Canada in representing the diversity of First Nations, Métis, and Inuit lives, cultures, and world views, and assess the impact on Canadian society of efforts to challenge colonialist views and incomplete or inaccurate representations.

Oral Communication

- The Oral Tradition: demonstrate an understanding of text forms, figures, and practices associated with the oral traditions of First Nations, Métis, and Inuit cultures, explaining how these traditions communicate meaning and how they will be used in contemporary communities, and demonstrate the use of culturally appropriate listening practices;
- Listening to Understand: listen to oral texts from and/or related to First Nations, Métis, and Inuit cultures in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- Speaking to Communicate: Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences, for a variety of purposes, about themes, ideas, and issues related to First Nations, Métis, and Inuit cultures;
- Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication contexts related to First Nations, Métis, and Inuit cultures.

Reading and Literature Studies

- Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, using a range of strategies to construct meaning;
- Understanding Form and Style: identify a variety of text forms, text features, and stylistic elements in texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts

from non-Indigenous sources, and demonstrate an understanding of how they help communicate meaning;

- Reading with Fluency: use knowledge of words and cueing systems to read fluently; C4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, will beas for improvement, and the strategies they found most helpful before, during, and after reading texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources;
- Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, will beas for improvement, and the strategies they found most helpful before, during, and after reading texts from First Nations, Métis, and Inuit cultures, and, as appropriate, texts from non-Indigenous sources;
- First Nations, Métis, and Inuit Voices in Contemporary Literature: identify various contributions of individuals, organizations, and initiatives, including technological initiatives, to the development of contemporary First Nations, Métis, and Inuit literature, and analyse the social and cultural influence of those contributions.

Writing

- Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience on subject matter related to First Nations, Métis, and Inuit cultures;
- Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
- Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, will beas for improvement, and the strategies they found most helpful at different stages of writing texts on subject matter related to First Nations, Métis, and Inuit cultures.

Media Studies

- Understanding Media Texts: demonstrate an understanding of a variety of media texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant media texts from non-Indigenous sources;
- Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them will be used to create meaning in the context of First Nations, Métis, and Inuit cultures;
- Crafting Media Texts: create a variety of media texts on subject matter related to First Nations, Métis, and Inuit cultures, for different purposes and audiences, using appropriate forms, conventions, and techniques;
- Reflecting on Skills and Strategies: reflect on and identify their strengths as interpreters and creators of media texts, areas for improvement, and the strategies they found most helpful in understanding and creating media texts on subject matter related to First Nations, Métis, and Inuit cultures;
- First Nations, Métis, and Inuit Voices in Contemporary Media: identify various contributions of individuals, organizations, and initiatives, including technological initiatives, to the development of contemporary First Nations, Métis, and Inuit media production, analysing the social and cultural influence of those contributions and the role of media literacy.

Course Content

Unit	Length
1. Introduction	16.25
2. Deconstructing the Past	16.25
3. Oral Traditions	16.25
4. Written Words	16.25
5. Contemporary FNMI Voices	16.25
6. Digital NDN	16.25
7. Your Voice	16.25
Total	113.75 hours

Unit Descriptions

Unit 1 – Introduction

Students will review their knowledge to date of English conventions. They will then expand upon this knowledge through the examination of elements of Indigenous style and conventions. Both Western and FNMI concepts of plagiarism and intellectual property rights will be examined. Students will start a vocabulary list of FNMI terms, Indigenous colloquial English, and words from their own communities. These personal vocabulary lists will be referred to and added to throughout the course assisting students in creating their own 'voice'.

Unit 2 – Deconstructing the Past

Examining the relationship between FNMI peoples and Canada, students will examine Westernized depictions and will compare and contrast them to develop a realization of contradictions in the existing canon of English literature and media. After investigating issues surrounding historical depictions of FNMI peoples in media and literature, students will choose an issue and create a vlog.

Unit 3 – Oral Traditions

Through the use of audio-visual media, students will respond to elements of Indigenous oral styles. Students will learn Indigenous cultural protocols, especially those related to the students' communities. Students will orally present a story from a genre they choose which is their own creation of part of their family/community tradition, using a medium of their choice. Additionally, students will brainstorm ideas for a story they will develop later in the course.

Unit 4 – Written Words

Several written pieces by FNMI peoples will provide inspiration for students as they will take their brainstorming from the Oral Traditions Unit for use in creating their own rough draft. Students will practice adding description to their writing through a short piece on traditional food of their choice. This will pair with their practice of ordering adjectives in English.

Unit 5 – Contemporary FNMI Voices

In this unit students will listen, read, and look at different contemporary FNMI voices responding to different issues, including FNMI voices in discord regarding an issue. Texts looked at will include Indigenous manga and speeches. Student works produced will include a revised copy of their rough draft from the previous unit and an opinion piece on a contemporary FNMI issue of their choice.

Unit 6 – Digital NDN

In this unit students will learn how FNMI storytellers use technology to tell both traditional and their own stories. Students will watch the short film *Wakening* which uses Cree and English language to reframe traditional Cree stories against a futuristic dystopia. Using a program of their choice such as Animodo, students will create their own digital story. An interview with a young First Nations film maker is also included.

Unit 7 – Your Voice

In this last unit, students will develop their own voice in literature. They will practice choosing language(s) and the application of literary elements in their work that reflect their identities as First Nation students. Students will have an opportunity to use this knowledge through the completion of a final draft. Self-reflection on their interaction throughout the course with FNMI literature will occur. Finally, students will be provided instruction in self-advocacy and navigating the commercialization of their literary works.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The eighth week will be used for course consolidation, review, and the final examination. Teacher and students will communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Mentors in the classrooms will assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage, and support each individual student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Pre-teaching of key vocabulary;
- Creating graphic organizers;
- Co-operative learning;
- Group discussion;
- Case studies;
- Independent research.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria will be used to develop the assessment tools in this course, including rubrics and checklists.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 41).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen’s Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/Understanding	Describe cultural intellectual property rights in the FNMI context. A English conventions	13
	Thinking	Analyse the impact of employment changes on personal finances. Compwill be the products and services offered by a variety of financial institutions.	19
	Communication	Demonstrate the use of elements of Indigenous style using English conventions. Clearly communicate the results of their inquiries.	19
	Application	Evaluate past depictions of FNMI peoples in English literature by third-parties and contrast these depictions against modern self-depictions. Apply conventions of different media in the creation of their own storytelling products.	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Exam (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
		TOTAL	100

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools will be required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback (e.g., descriptive feedback on students’ plans for the class celebration;
- Self-assessment (e.g., weekly self-assessment of learning, self-marking quizzes to check for understanding);
- Mentor observations;
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work
- Conversations with students (e.g., discussion about personal wants and needs);
- Summative unit activities (e.g., Animodo video, oral story, opinion essay);
- Culminating activity (Portfolio of work and Personal Vocabulary list);
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers will use practices that:

- will be fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who will be learning the language of instruction (English or French), and those who will be First Nation, Métis, or Inuit;
- will be carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- will be communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- will be ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

Borrows, L. K. (2018). *Otter's journey through Indigenous Language and Law*. Vancouver: UBC Press.

Cardinal, T., Highway, T., Johnson, B., King, T., Maracle, B., Maracle, L., . . . Taylor, D. H. (2005). *Our Story: Aboriginal Voices on Canada's Past*. Canada: Anchor Canada.

Elliott, A. (2019). *A mind spread out on the ground*. Toronto: Anchor Canada.

Mailhot, T. M. (2019). *Heart berries: A memoir*. Berkeley, CA: Counterpoint.

Manuel, V., & Coupal, M. (2019). *Honouring the strength of Indian women: Plays, stories, poetry*. Winnipeg, Manitoba, Canada: University of Manitoba Press.

Maracle, L. (2017). *Talking to the diaspora*. Winnipeg, MB: ARP Books.

McCall, S., In Reder, D., In Gaertner, D., & In Hill, G. L. H. (2017). *Read, listen, tell: Indigenous stories from Turtle Island*. Waterloo, Ontario, Canada: Wilfred Laurier University Press.

MyBlueprint education planner. www.myblueprint.ca

Nixon, L. (2018). *n̄tis̄anak*. Montreal, QC: Metonymy Press.

- Ontario Ministry of Education. (n.d.). *Indigenous education strategy*. Retrieved from <http://www.edu.gov.on.ca/eng/aboriginal/>
- Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.
- Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>
- Ontario Ministry of Education. (2019). *The Ontario curriculum, grades 9 to 12, First Nations, Métis, and Inuit Studies*. Toronto ON: Queen's Printer for Ontario.
- Wemigwans, J. (2018). *A digital bundle: Protecting and promoting Indigenous knowledge online*. Regina: University of Regina Press.
- Wagamese, R. (2016). *Embers: One Ojibway's meditations*. Madeira Park, BC: Douglas & McIntyre.
- Williams, D. (2018). *Michi Saagiig Nishnaabeg: This is our territory*. Winnipeg, Manitoba: ARP Books.MyBlueprint. (2017).

Program Planning

This course is offered to Indigenous students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. This course will use the internet for instruction, demonstration and research. It will utilize a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students will be presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required. Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content will be used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning will also be incorporated and students will be encouraged to use local knowledge in their products. Considerations will be made to the learning preferences of the student population and lessons will be adjusted for individual students as required.