
FFP WRITING 10 (2 credits)

Description

FFP Writing 10 is designed for students who are interested in writing for a variety of purposes and contexts. This area of choice provides students with opportunities to become better writers through the exploration of personal and cultural identities, memories, stories, and connections to land/place. Within a supportive community, students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging compositions. This course is grounded in the exploration and application of writing processes, inviting students to express themselves as they experiment with, reflect on, extend, and refine their writing.

The following are possible areas of focus in FFP Writing 10:

- Community-focused Text
- Ideas include creating written work that relates to and/or contributes to local First Peoples' communities (e.g., community performances, proposals, technical communications).
- Writing for Advocacy
- Ideas include creating narrative, descriptive, persuasive, and opinion pieces, with attention to audience, purpose, and technique.
- Writing for Expression
- Ideas include creating slam poetry, oratory, rap, drama, song, or multimodal work related to First Peoples' themes.
- Exploration of First Peoples Themes
- Ideas include contextualizing self in relation to community, expressing relationship to land, with consideration of issues such as cultural appropriation and inauthenticity.

Suggested Interdisciplinary Links:

- Writing to challenge non-Indigenous historical narratives (Social Studies)
- Engaging in First Nations language revitalization projects (Languages)
- Publishing process and industry (Applied Design, Skills, and Technologies)
- Writing lyrics for songs (Music)
- Advertising writing accompanied by art/graphics (Visual Art; Applied Design, Skills, and Technologies)

Big Ideas

- The exploration of **text** and **story** deepens understanding of one’s identity, others, and the world.
- **Texts** are socially, culturally, geographically, and historically constructed.
- Self-representation through **authentic First Peoples’ text** is a means to foster justice.
- First Peoples’ **texts** play a role within the process of **Reconciliation**.

Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

- Comprehend and connect (reading, listening, viewing)
 - Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view
 - Recognize and appreciate the diversity within and across First Peoples’ societies as represented in **texts**
 - Construct **meaningful personal connections between self, text, and world**
 - Apply appropriate **strategies** in a variety of contexts to guide inquiry, extend thinking, and comprehend texts
 - Access information for diverse purposes and from a variety of sources to inform writing
 - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
 - Recognize and appreciate how different forms, formats, structures, and features of texts reflect diverse purposes, audiences, and messages
 - Explore **how language reflects personal and cultural identities**
 - Examine how literary elements, techniques, and devices enhance and shape meaning and impact
 - Identify bias, contradictions, and distortions

Create and communicate (writing, speaking, representing)

- **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking**
- Respond to text in personal, creative, and critical ways
- Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for **a range of purposes**
- Use the conventions of First Peoples’ and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context
- Express and support an opinion with evidence
- Recognize intellectual property rights and community protocols and apply as necessary
- Use **writing and design processes** to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
- Assess and **refine texts to improve clarity and impact**

Content

Students are expected to know the following:

- A variety of **text forms and genres**
- Common themes in First Peoples’ texts**
- Reconciliation** in Canada
 - **First Peoples’ oral traditions**
 - purposes of First Peoples’ oral texts
- Protocols**
 - **protocols related to ownership and use of First Peoples’ oral texts**
- Text features and structures**
 - narrative structures, **including those found in First Peoples’ texts**
 - **form, function, and genre** of texts
- Strategies and processes**
 - **reading strategies**
 - **metacognitive strategies**
 - **writing processes**
 - **oral language strategies**
- Language features, structures, and conventions
 - **elements of style**
 - **usage and conventions**
 - **citation and acknowledgement**
 - **literary elements and devices**

FFP LITERARY STUDIES 10 (2 credits)

Description

FFP Literary Studies 10 is designed for students who are interested in exploring First Peoples' literature in a variety of contexts, genres, and media. This area of choice provides students with opportunities to explore personal and cultural identities, histories, stories, and connections to land/place. This course is grounded in the understanding of how texts are historically and culturally constructed. Students will work individually and collaboratively to broaden their understanding of themselves and the world.

The following are possible areas of focus within FFP Literary Studies 10:

- Thematic study of First Peoples' literature (e.g., family, humour, connection to land, resistance, belonging, identity)
- Locally developed First Peoples' texts
- Specific First Nations, Métis, or Inuit author study
- First Peoples' children's literature
- Storytelling in a First Peoples' context

Suggested interdisciplinary links

- Literature that challenges non-Indigenous historical narratives (Social Studies)
- Engaging in First Nations language revitalization projects (Languages)
- Song Lyrics (Arts Education)
- Dramatic literature (Arts Education)

EFP Literary Studies 10

<p>Big Ideas</p> <ul style="list-style-type: none"> • The exploration of text and story deepens understanding of one’s identity, others, and the world. • Texts are socially, culturally, geographically, and historically constructed. • First Peoples’ texts and stories provide insight into key aspects of Canada’s past, present, and future. • Self-representation through authentic First Peoples’ text is a means to foster justice. • First Peoples’ text plays a role within the process of Reconciliation. 	
<p>Curricular Competencies</p> <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p>	
<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view • Recognize and appreciate the diversity within and across First Peoples’ societies as represented in texts • Apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts • Construct meaningful personal connections between self, text, and world • Recognize and appreciate how different forms, structures, and features of texts reflect diverse purposes, audiences, and messages • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize the impact of personal, social, and cultural identities in First Peoples texts • Examine how literary elements, techniques, and devices enhance and shape meaning and impact • Assess the authenticity of First Peoples’ texts • Identify bias, contradictions, and distortions <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking • Respond to text in personal, creative, and critical ways • Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes • Recognize intellectual property rights and community protocols and apply as necessary • Use the conventions of First Peoples’ and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context • Express an opinion and support it with evidence • Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences • Assess and refine texts to improve their clarity and effectiveness 	<p>Content</p> <p><i>Students are expected to know the following:</i></p> <p>A variety of text forms and genres</p> <p>Common themes in First Peoples’ texts</p> <p>Reconciliation in Canada</p> <p>First Peoples’ oral traditions</p> <ul style="list-style-type: none"> • purposes of First Peoples’ oral texts <p>Protocols</p> <ul style="list-style-type: none"> • protocols related to ownership and use of First Peoples’ oral texts <p>Text features and structures</p> <ul style="list-style-type: none"> • narrative structures, including those found in First Peoples’ texts • form, function, and genre of texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • metacognitive strategies • writing processes • oral language strategies <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • elements of style • usage and conventions • literary elements and devices • citation and acknowledgement • literal and inferential meaning

FFP NEW MEDIA 10 (2 credits)

Description

FFP New Media 10 is designed for students who are interested in exploring the increasing importance of digital media in communicating and exchanging ideas. This area of choice provides students with opportunities to think about the use of new media and its effects on individuals and on First Peoples' communities and cultures. Students will work individually and collaboratively to develop skills needed in an increasingly complex digital world as they demonstrate understanding and communicate ideas through a variety of digital and print media.

The following are possible areas of focus within FFP New Media 10:

- Media and film studies related to First Peoples' themes
- Ideas include representation of First Peoples in media and documentaries in the age of digital media.
- Journalism & publishing related to First Peoples' themes
- Ideas include changing roles and structures within news organizations and how journalism and publishing can support preservation and revitalization of language and culture.
- Digital communication related to First Peoples' themes
- Ideas include blogging, writing for the Web, writing for social media, gaming, and podcasting.

Suggested interdisciplinary links

- Representation of self and others in media (Arts Education)
- Engaging in First Nations language revitalization projects (Languages)
- Publishing process and industry (Applied Design, Skills, and Technologies)
- Advertising writing accompanied by art/graphics (Applied Design, Skills, and Technologies)
- The impact of technological change on communities (Social Studies)

FFP New Media 10

Big Ideas

- The exploration of **text** and **story** deepens understanding of one's identity, others, and the world.
- **Texts** are socially, culturally, geographically, and historically constructed.
- Self-representation through **authentic First Peoples' text** is a means to foster justice.
- **Digital citizens** have rights and responsibilities in an increasingly globalized society.

Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

- Comprehend and connect (reading, listening, viewing)
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view
 - Recognize and appreciate the diversity within and across First Peoples' societies as represented in new media and other texts
 - Apply appropriate **strategies** in a variety of contexts to comprehend written, oral, visual, and multimodal texts
 - Access information for diverse purposes and from a **variety of sources** and evaluate its **relevance, accuracy, and reliability**
 - Explore the rights and responsibilities of being a **digital citizen**
 - Recognize how different forms, structures, and features of texts reflect different purposes, audiences, and messages
 - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
 - Explore the impact of personal and cultural contexts, values, and perspectives in texts
 - Examine how **specific new media techniques and devices** enhance and shape meaning and impact
 - Examine the suitability of selected media for purpose and audience
 - Explore the authenticity of First Peoples' new media texts
- Create and communicate (writing, speaking, representing)
- **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking**
 - Respond to text in personal, creative, and critical ways
 - Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for a **range of purposes**
 - Recognize intellectual property rights and community protocols and apply as necessary
 - Use the conventions of First Peoples' and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context
 - Express an opinion and support it with evidence
 - Use digital media to collaborate and communicate both within the classroom, and beyond its walls
 - Use **writing and multimedia design processes** to plan, develop, and create texts for a variety of purposes and audiences
 - Assess and **refine texts** to improve their clarity and impact
 - Select and use media appropriate to purpose, audience, context

Content

Students are expected to know the following:

- A variety of **text forms and genres**
- Common themes in First Peoples' texts**
- Reconciliation** in Canada
- **First Peoples' oral traditions**
 - purposes of oral texts
- Protocols**
- **protocols related to ownership and use of First Peoples' oral texts**
- Text features and structures**
- narrative structures, **including those found in First Peoples' texts**
 - **form, function, and genre** of new media and other texts
 - interactivity
- Strategies and processes
- **reading strategies**
 - **metacognitive strategies**
 - **writing processes**
 - **oral language strategies**
 - multimedia presentation processes
- Language features, structures, and conventions
- **elements of style**
 - **usage and conventions**
 - **citation and acknowledgement**
 - **literary elements and devices**
 - **media elements and devices**

EFP SPOKEN LANGUAGE 10 (2 credits)

Description

Spoken Language 10 is designed for students who are interested in studying First Peoples' oral traditions and in developing their oral self-expression and communication in a variety of contexts. Within a supportive community, students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging oral texts for a variety of purposes. This area of choice will provide students with opportunities for performance and public speaking.

The following are possible areas of focus in EFP Spoken Language 10:

- Performance
 - Ideas include spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts related to First Peoples' themes.
- Oral Tradition
 - Ideas include oratory, local story knowledge, and oral history.
- Professional Applications
 - Ideas include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items) related to First Peoples' themes.

Suggested interdisciplinary links

- Oral Performance (Arts Education)
- Presentations (Career Education)
- Self-assessment presentations (all subjects)
- First Peoples' oral tradition informing land use (Social Studies)

Big Ideas

- The exploration of **oral text** and **story** deepens understanding of one's identity, others, and the world.
- Voice is powerful and evocative.
- **Texts** are socially, culturally, geographically, and historically constructed.
- First Peoples' **oral text** plays a role within the process of **Reconciliation**.

Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

- Comprehend and connect (reading, listening, viewing)
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view
 - Recognize and appreciate the diversity within and across First Peoples' societies as represented in **texts**
 - Apply appropriate **strategies** in a variety of contexts to guide inquiry, extend thinking, and comprehend oral and other texts
 - Recognize and appreciate how different forms, structures, and features of oral and other texts reflect different purposes, audiences, and messages
 - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
 - Explore the impact of personal, social, and cultural contexts, values, and perspectives in oral texts
 - Recognize **how language constructs and reflects personal and cultural identities**
 - Examine how elements, techniques, and devices enhance and shape meaning and impact
 - Examine how literary elements, techniques, and devices enhance and shape meaning and impact
 - Explain the roles of **oral tradition** in First Peoples cultures, in historical and contemporary contexts
 - Recognize the influence of land/place in First Peoples' oral texts
- Create and communicate (writing, speaking, representing)
- **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking**
 - Respond to text in personal, creative, and critical ways
 - Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for a **range of purposes**
 - Use the conventions of First Peoples' and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context
 - Express an opinion and support it with evidence
 - Recognize intellectual property rights and community protocols and apply as necessary
 - Use **writing and other creative processes** to plan, develop, and create engaging and meaningful oral and other texts for a variety of purposes and **audiences**
 - Use a variety of techniques to engage listeners
 - Assess and **refine oral and other texts to improve their clarity, effectiveness, and impact**

Content

Students are expected to know the following:

- A variety of **text forms and genres**
- Common themes in First Peoples' texts**
- Reconciliation** in Canada
- First Peoples' oral traditions**
- purposes of First Peoples' oral texts
 - a variety of First Peoples oral texts
- Protocols**
- protocols related to the ownership and use of First Peoples' oral texts
 - acknowledgement of territory
 - situating oneself in relation to others and place
- Text features and structures**
- narrative structures, including those found in First Peoples' oral and other texts
 - form, function, and genre of oral and other texts
- Strategies and processes
- reading strategies
 - metacognitive strategies
 - writing processes
 - oral language strategies
 - presentation and performance techniques
- Language features, structures, and conventions
- elements of style
 - usage and conventions
 - citation and acknowledgement
 - literary elements and devices
 - rhetorical devices

FFP LITERARY STUDIES + WRITING 11 (4 credits)

Description

FFP Literary Studies + Writing 11 is designed for students who are interested in studying First Peoples' literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples' oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Through the study of literature and the processes of experimenting with, reflecting on, extending, and refining their writing, students

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

The following are possible areas of study within FFP Literary Studies + Writing 11:

- Community focused text
 - Ideas include creating written work that relates to local FP resources and supports community-driven initiatives (e.g., commemorative works, community performances, proposals).
- Exploring personal and cultural identities in relation to First Peoples in Canada and elsewhere
 - Ideas include genre-specific, author-specific, or thematic study of First Peoples literature.
- Exploration of First Peoples themes
 - Ideas include creating multigenerational narratives, contextualizing self in relation to community, expressing relationship to land, with consideration of issues such as cultural appropriation and inauthenticity.
- Performance art in relation to First Peoples' themes
 - Ideas include creating slam poetry, oratory, rap, drama, song, or multimodal work.
- Academic, technical, and professional composition
 - Ideas include Indigenous and western approaches to research and writing for a variety of purposes and audiences.
- Intersections between First Peoples' themes and other social justice issues
 - Ideas include Indigeneity and feminism, Indigeneity and LGBTQ, Indigeneity and inclusion, Indigeneity and environmental sustainability

Suggested interdisciplinary links

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| <ul style="list-style-type: none">• Documenting land use (Social Studies)• Engaging in First Nations language revitalization projects (Languages)• Dialogue using various languages, dialects, colloquialisms (Languages)• Publishing process and industry (Applied Design, Skills, and Technologies) | <ul style="list-style-type: none">• Writing within a specific field or profession (Science, Math)• Researching and writing within a specific academic discipline (Science, History)• Advertising writing accompanied by art/graphics (Visual Art, Applied Design, Skills, and Technologies)• Writing lyrics for songs (Music) |
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Big Ideas

- The exploration of **text** deepens understanding of one’s identity, others, and the world
- First Peoples’ **texts** and **stories** provide insight into key aspects of Canada’s past, present, and future
- First Peoples’ literature plays a role within the process of **Reconciliation**
- People understand **text** differently depending on their worldviews and perspectives
- **Texts** are socially, culturally, geographically, and historically constructed
- Self-representation through **authentic First Peoples’ text** is a means to foster justice.

Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

- Comprehend and connect (reading, listening, viewing)
- Demonstrate awareness of how First Peoples’ languages and **texts** reflect their cultures, knowledge, histories, and worldviews
 - Access information for diverse purposes and from a **variety of sources** to inform writing
 - Evaluate **the relevance, accuracy, and reliability** of texts
 - Select and apply appropriate **strategies** in a **variety of contexts** to guide inquiry, extend thinking, and comprehend texts
 - Recognize and understand how **different forms, formats, structures, and features of texts** reflect a **variety of purposes, audiences, and messages**
 - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
 - Recognize and identify **personal, social, and cultural contexts, values, and perspectives** in texts, **including gender, sexual orientation, and socio-economic-factors**
 - Demonstrate understanding of **how language constructs and reflects personal, social, and cultural identities**
 - Construct meaningful personal connections between self, text, and world
 - Recognize and understand the role of story and **oral tradition** in expressing First Peoples’ perspectives, values, beliefs, and points of view
 - Understand and evaluate how literary elements, techniques, and devices enhance and shape meaning and impact
 - Recognize and understand the diversity within and across First Peoples’ societies as represented in texts
 - Assess the authenticity of First Peoples’ texts
 - Understand the influence of **land/place** in First Peoples’ texts
 - Identify bias, contradictions, distortions, and omissions
- Create and communicate (writing, speaking, representing)**
- **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking**
 - Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for a **range of purposes**
 - Select and apply appropriate oral communication formats for intended purposes
 - Express and support an opinion with evidence
 - Respond to **text** in personal, creative, and critical ways

Content

Students are expected to know the following:

- A wide variety of BC, Canadian, and global **First Peoples’ texts**
 A wide variety of text **forms** and **genres**
Common themes in First Peoples’ texts
Reconciliation in Canada
First Peoples’ oral traditions
- the legal status of First Peoples’ oral traditions in Canada
 - purposes of oral texts
- Protocols**
- protocols related to ownership and use of First Peoples’ oral texts
 - processes related to protocols and expectations when engaging with First Nations communities and Aboriginal organizations
- Text features and structures**
- narrative structures, including those found in First Peoples’ texts
 - form, function, and genre of texts
- Strategies and processes
- reading strategies
 - oral language strategies
 - metacognitive strategies
 - writing processes
- Language features, structures, and conventions
- features of oral language
 - elements of style
 - syntax and sentence fluency

<ul style="list-style-type: none">• Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences• Assess and refine texts to improve their clarity, effectiveness, and impact• Experiment with genres, forms, or styles of texts• Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context• Transform ideas and information to create original texts, using various genres, forms, structures, and styles• Understand intellectual property rights and community protocols and apply as necessary	<ul style="list-style-type: none">• rhetorical devices• usage and conventions• literary elements and devices• literal and inferential meaning• persuasive techniques• citation and acknowledgement
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LITERARY STUDIES + NEW MEDIA 11 (4 credits)

Description

FFP Literary Studies + New Media 11 is designed for students who are interested in studying First Peoples' literature and examining the evolving role of technology in today's society, especially the increasing importance of digital media in communicating and exchanging ideas and engaging in social advocacy. Students delve deeply into First Peoples' oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for students to think critically and creatively as they continue to explore, extend, and strengthen their own writing and communication. Students examine the increasingly complex digital world and have opportunities to demonstrate understanding and communicate sophisticated ideas through a wide variety of digital and print media. Through the study of literature and critical engagement with new media, students

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

The following are possible areas of focus in FFP Literary Studies + New Media 11:

- The influence of new media on First Peoples' personal and cultural identities
- Ideas include cultural homogenization, authenticity in representation, and cultural appropriation.
- Exploration of First Peoples themes as represented in new media
- Ideas include creating multigenerational narratives, contextualizing self in relation to community, expressing relationship to land, with consideration of issues such as cultural appropriation and inauthenticity.
- New media performance art in relation to First Peoples' themes
- Ideas include creating slam poetry, oratory, rap, drama, song, or multimodal work.
- Intersections between First Peoples' themes and online social advocacy
- Suggested content includes Indigeneity and feminism, Indigeneity and LGBTQ, Indigeneity and inclusion, Indigeneity and environmental sustainability
- Media studies related to First Peoples' themes
- Ideas include the globalization of the media industry, representation of First Peoples in media, and documentaries in the age of digital media.
- Journalism & publishing related to First Peoples' themes
- Ideas include changing roles and structures within news organizations; risks, challenges, and opportunities associated with professional journalism; how journalism and publishing can support preservation and revitalization of language and culture.
- Digital communication related to First Peoples' themes
- Ideas include blogging, writing for the Web, writing for social media, gaming, and podcasting and potentially including how these can support preservation and revitalization of language and culture.

Suggested Interdisciplinary Links

- Social advocacy (Social Studies)
- Digital support for First Nations language revitalization and reclamation (Languages)
- Online publishing process and industry (Applied Design, Skills, and Technologies)
- Online writing and research within a specific field or profession (Science, Law, Anthropology)
- Online marketing (Visual Art, Applied Design, Skills, and Technologies)

Literary Studies + New Media 11

Big Ideas:

- The exploration of **text** and **story** deepens understanding of one's identity, others, and the world.
- **Texts** are socially, culturally, geographically, and historically constructed.
- First Peoples' **texts** and **stories** provide insight into key aspects of Canada's past, present, and future
- Self-representation through **authentic First Peoples' text** is a means to foster justice.
- First Peoples' literature plays a role within the process of **Reconciliation**.
- New media influence peoples' understandings of community

Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

- Comprehend and connect (reading, listening, viewing)
- Demonstrate awareness of how First Peoples' languages and **texts** reflect their cultures, knowledge, histories, and worldviews
 - Access information for diverse purposes and from a **variety of sources** and evaluate its **relevance, accuracy, and reliability**
 - Apply appropriate **strategies** in a **variety of contexts** to guide inquiry, extend thinking, and comprehend **texts**
 - Recognize and understand how **different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages**
 - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
 - Recognize and identify **personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic-factors**
 - Demonstrate understanding of how **language constructs and reflects personal, social, and cultural identities**
 - Construct meaningful personal connections between self, text, and world
 - Recognize and understand the role of story and **oral tradition** in expressing First Peoples' perspectives, values, beliefs, and points of view
 - Understand and evaluate how literary elements and **new media techniques, and devices** enhance and shape meaning and impact
 - Recognize and understand the diversity within and across First Peoples' societies as represented in texts
 - Assess the authenticity of First Peoples' texts
 - Recognize the influence of **land/place** in First Peoples' texts
 - Identify bias, contradictions, distortions, and omissions
 - Recognize the complexities of **digital citizenship**
 - Demonstrate understanding of **how new media affect First Peoples' languages, cultures, and worldviews**
 - Understand how **new media impacts social activism**
- Create and communicate (writing, speaking, representing)
- **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking**
 - Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for a **range of purposes**
 - Select and apply appropriate oral communication formats for intended purposes

Content

Students are expected to know the following:

- A wide variety of BC, Canadian, and global **First Peoples' texts**
- A wide variety of text **forms and genres**
- Common themes in First Peoples' texts**
- Reconciliation in Canada**
- First Peoples' oral traditions**
- the **legal status** of First Peoples' oral traditions in Canada
 - purposes of oral texts
- Protocols**
- protocols related to **ownership and use of First Peoples' texts**
 - **situating oneself in relation to others and place**
- Text features and structures**
- narrative structures, **including those found in First Peoples' texts**
 - **form, function, and genre** of texts, including new media texts
 - **interactivity**
- Strategies and processes
- **reading strategies**
 - **oral language strategies**
 - **metacognitive strategies**
 - **writing processes**
- Language features, structures, and conventions
- **features of oral language**
 - **elements of style**
 - syntax and sentence fluency

<ul style="list-style-type: none"> • Express and support an opinion with evidence • Respond to text in personal, creative, and critical ways • Use writing and design processes to plan, develop, and create engaging and meaningful multimedia and other texts for a variety of purposes and audiences • Assess and refine texts to improve their clarity, effectiveness, and impact • Experiment with genres, forms, or styles of texts • Use the conventions of First Peoples' and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context • Transform ideas and information to create original texts, using various genres, forms, structures, and styles • Understand intellectual property rights and community protocols and apply as necessary • Use digital media to collaborate and communicate, both within the learning environment and larger communities • Select and use a variety of digital media appropriate to purpose, audience, and context 	<ul style="list-style-type: none"> • rhetorical devices • usage and conventions • literary elements and devices • literal and inferential meaning • persuasive techniques • citation and acknowledgement <p>New Media functions</p> <ul style="list-style-type: none"> • advocacy • community building • propaganda • manipulation
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LITERARY STUDIES + SPOKEN LANGUAGE 11 (4 credits)

Description

FFP Literary Studies + Spoken Language 11 is designed for students who are interested in studying First Peoples' literature and oral tradition and in strengthening their oral language proficiencies. The course emphasizes oral self-expression and communication in a variety of contexts. Students delve deeply into First Peoples' oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own repertoire of oral language expressions. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful oral and written compositions. Through the study of literature and the processes of experimenting with, reflecting on, extending, and refining their oral language, students

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

The following are possible areas of study within FFP Literary Studies + Spoken Language 11:

- First Peoples' oral tradition
 - Ideas include oratory, local community story, and oral history.
- Exploring the relationships between First Peoples' literature, oral tradition, and personal and cultural identities
 - Ideas include self-representation, connection to family and community, and connection to land and place.
- Oral language related to First Peoples' cultures
 - Ideas include exploring oral histories and creating oral narratives, with consideration of issues such as cultural appropriation and inauthenticity.
- Performance in relation to First Peoples' themes
 - Ideas include creating slam poetry, oratory, poetry/recitation, oral storytelling, readers' theatre, rap, drama, song, or multimodal work.
- Professional Applications
 - Ideas include speech preparation/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items), and voice-overs related to First Peoples' themes.
- Intersections between First Peoples' literature, oral language, and social advocacy
 - Ideas include cultural reclamation, youth engagement, inclusion, and environmental sustainability

Suggested interdisciplinary links

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| <ul style="list-style-type: none">• Self-assessment presentations (all subjects)• First Peoples' oral tradition informing land use (Social Studies)• First Nations language revitalization and reclamation (Languages)• Oral performance (Arts) | <ul style="list-style-type: none">• Presentations (Career Education)• First Peoples' oral tradition and Canadian law (Law)• First Peoples' oral tradition informing environmental sustainability and knowledge (Science) |
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Literary Studies + Spoken Language 11

Big Ideas

- The exploration of oral **text** and **story** deepens understanding of one's identity, others, and the world.
- First Peoples' **texts** and **stories** provide insight into key aspects of Canada's past, present, and future.
- Voice is powerful and evocative.
- Oral and other **texts** are socially, culturally, geographically, and historically constructed.
- First Peoples' voices and texts play a role within the process of **Reconciliation**.
- Self-representation through **authentic First Peoples' text** is a means to foster justice.

Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

- Comprehend and connect (reading, listening, viewing)
- Demonstrate understanding of how First Peoples' languages and **texts** reflect their cultures, knowledge, histories, and worldviews
 - Access information for diverse purposes and from a **variety of sources** to inform development of oral texts
 - Apply appropriate **strategies** in a **variety of contexts** to guide inquiry, extend thinking, and comprehend oral and other texts
 - Recognize and appreciate how **different forms, formats, structures, and features of texts reflect different purposes, audiences, and messages**
 - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
 - Recognize and identify the impact of **personal, social, and cultural contexts, values, and perspectives in oral and other texts, including gender, sexual orientation, and socio-economic-factors**
 - Demonstrate understanding of how **language constructs and reflects personal, social, and cultural identities**
 - Construct meaningful personal connections between self, text, and world
 - Recognize and understand the roles of story and **oral tradition** in expressing First Peoples' perspectives, values, beliefs and points of view
 - Understand and evaluate how literary elements, techniques, and devices enhance and shape meaning and impact
 - Recognize and understand the diversity within and across First Peoples' societies as represented in texts
 - Assess the authenticity of First Peoples' texts
 - Understand the influence of **land/place** in First Peoples oral and other texts
 - Identify bias, contradictions, distortions, and omissions
- Create and communicate (writing, speaking, representing)
- **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking**
 - Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for **a range of purposes**
 - Select and apply appropriate spoken language formats for intended purposes
 - Express and support an opinion with evidence
 - Respond to **text** in personal, creative, and critical ways

Content

Students are expected to know the following:

- A wide variety of BC, Canadian, and global **First Peoples' texts**
 A wide variety of text **forms and genres**
Common themes in First Peoples' texts
Reconciliation in Canada
First Peoples' oral traditions
- the **legal status** of First Peoples' oral traditions in Canada
 - purposes of oral texts
 - the relationship between oral tradition and land/place
- Protocols**
- issues related to the **ownership of First Peoples' oral and other texts and protocols for their use**
 - **acknowledgement of territory**
 - **situating oneself in relation to others and place**
 - **processes related to protocols and expectations when engaging with First Nations communities and Aboriginal organizations**
- Text features and structures**
- narrative structures, **including those found in First Peoples' texts**
 - **form, function, and genre** of oral and other texts
- Strategies and processes
- **reading strategies**
 - **oral language strategies**
 - **metacognitive strategies**
 - **writing processes**
 - **oral storytelling techniques**
 - presentation and performance strategies

<ul style="list-style-type: none"> • Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences • Use creative processes to plan, develop, and create engaging and meaningful oral texts for a variety of purposes and audiences • Assess and refine oral and other texts to improve clarity, effectiveness, and impact • Use a variety of techniques to engage listeners • Experiment with genres, forms, or styles of oral and other texts • Use the conventions of First Peoples' and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context • Understand intellectual property rights and community protocols and apply as necessary 	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • elements of style • syntax and fluency • rhetorical devices • usage and conventions • literary elements and devices • literal and inferential meaning • citation and acknowledgement
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FFP 12 (4 credits)

Description

- FFP 12 builds upon and extends students' previous learning experiences in ELA and FFP 10 and 11 courses. The course is grounded in the First Peoples' Principles of Learning. It is designed for all students – Aboriginal and non-Aboriginal – who are interested in delving deeply into First Peoples' oral and written literature and visual texts in a range of media. The course focusses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text – including oral story, poetry, song, performance, film, and prose. A key feature of the course is its focus on authentic First Peoples voices (i.e., historical or contemporary texts created by or with First Peoples). In FFP 12, all students
- examine texts grounded in a diversity of First Peoples' cultures, including local First Nations or Métis communities
 - extend their capacity to communicate effectively in a variety of contexts
 - think critically and creatively about the uses of language
 - deepen their understanding of themselves and others in a changing world
 - gain insight into the diverse factors that have shaped and continue to shape their own identities
 - appreciate the importance of self-representation through authentic First Peoples' text
 - contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
 - expand their understandings of what it means to be educated Canadian and global citizens

While the focus in FFP 12 is primarily on First Peoples' voices from British Columbia, students also engage with texts that reflect First Peoples' perspectives from elsewhere in Canada and throughout the world.

Suggested interdisciplinary links

- Social Justice 12
- Law 12
- BC First Peoples 11
- Contemporary Indigenous Studies 12
- Environmental Science 11
- Political Studies 11
- Comparative Cultures 11
- Drama 11 or 12
- Theatre 11 or 12
- Film and Television 11 or 12
- Directing and Scriptwriting 11 or 12
- Digital Media 11 or 12

Big Ideas

- The exploration of **text** and **story** deepens understanding of one’s identity, others, and the world.
- Oral and other **texts** are socially, culturally, geographically, and historically constructed.
- Voice is powerful and evocative.
- First Peoples’ **texts** and **stories** provide insight into key aspects of Canada’s past, present, and future.
- Self-representation through **authentic First Peoples’ text** is a means to foster justice.
- First Peoples’ voices and texts play a role within the process of **Reconciliation**.

Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

- Comprehend and connect (reading, listening, viewing)
- Analyse how First Peoples’ languages and **texts** reflect their cultures, knowledge, histories, and worldviews
 - Access information for diverse purposes and from a **variety of sources** and evaluate its **relevance**, accuracy, and **reliability**
 - Select and apply appropriate **strategies** in a **variety of contexts** to guide inquiry, extend thinking, and comprehend texts
 - Analyse how **different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages**
 - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
 - Recognize and identify **personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic-factors**
 - Appreciate and understand **how language constructs and reflects personal, social, and cultural identities**
 - Construct meaningful personal connections between self, text, and world
 - Demonstrate understanding of the role of story and **oral tradition** in expressing First Peoples’ perspectives, values, beliefs and points of view
 - Understand and evaluate how literary elements, techniques, and devices enhance and shape meaning and impact
 - Analyse the diversity within and across First Peoples’ societies as represented in texts
 - Assess the authenticity of First Peoples’ texts
 - Analyse the influence of **land/place** in First Peoples’ texts
 - Examine the significance of terms/words from First Peoples’ languages used in English texts
 - Discern nuances in the meanings of words, considering social, political, historical, and literary contexts
 - Identify bias, contradictions, distortions, and omissions

Content

Students are expected to know the following:

- A wide variety of BC, Canadian, and global **First Peoples’ texts**
 A wide variety of text **forms and genres**
Common themes in First Peoples’ literature
Reconciliation in Canada
First Peoples’ oral traditions
- the **legal status** of First Peoples’ oral traditions in Canada
 - purposes of oral texts
 - the relationship between oral tradition and land/place
- Protocols**
- protocols related to ownership and use of First Peoples’ oral texts
 - acknowledgement of territory
 - situating oneself in relation to others and place
 - processes related to protocols and expectations when engaging with First Nations communities and Aboriginal organizations
- Text features and structures**
- narrative structures, including those found in First Peoples’ texts
 - form, function, and genre of texts
 - elements of visual/graphic texts
- Strategies and processes
- reading strategies
 - oral language strategies
 - metacognitive strategies

<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking • Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes • Select and apply appropriate oral communication formats for intended purposes • Express and support an opinion with evidence • Respond to text in personal, creative, and critical ways • Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences • Assess and refine texts to improve their clarity, effectiveness, and impact • Experiment with genres, forms, or styles of texts • Use the conventions of First Peoples' and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context • Transform ideas and information to create original texts, using various genres, forms, structures, and styles • Recognize intellectual property rights and community protocols and apply as necessary 	<ul style="list-style-type: none"> • writing processes • presentation techniques • features of oral language • elements of style • language change • syntax and sentence fluency • rhetorical devices • usage and conventions • literary elements and devices • literal and inferential meaning • persuasive techniques • citation and acknowledgement
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