

English First Peoples 11 Course Outline (2024-25)

Mr. Kertes – Charles Hays Secondary School – Room 308 – <https://tomkertes.ca>

Read, speak, view, and hear literature of the Ts'msyen, Sami, Stó:lo, Spokane, Québécois, Ojibwe, Nisga'a, Métis, Māori, Inuit, Irish, Heiltsuk, Haisla, Haida, Dene, Coeur d'Alene, Cherokee, Celtic, Canadian, American, and African American peoples. Explore the themes of *place and power* and *theory of narrative* through course texts, narratives, and literature (both spoken and written). Write two expository essays and two textual analysis essays. Develop and present on a policy of importance to people the territories of the Ts'msyen, Haida, Nisga'a, or other Coastal First Nation. Develop and explain a theory of narrative, based on your own experience and on course texts and narratives. Write several learning story papers. Write a reflective analysis essay. Interpret and respond to various texts with complex themes and structures. Develop the core competencies of (1) communication, (2) thinking, and (3) personal/social by learning how to communicate and collaborate with others, reflect on and express ideas, and build relationships with your community and the world.

Communication

The course webpage is available at <https://tomkertes.ca>. Notes, study guides, rubrics, and other materials are posted at this site. The course calendar will be posted early in the term. Homework prompts are also posted on the website.

Students – Contact Mr. Kertes	Parents/Guardians – Contact Mr. Kertes
<ul style="list-style-type: none">- Email: tomkertes@sd52.bc.ca- Text: 778-884-5343 (school related matters only) <p>Mr. Kertes is available for homework help (and make ups) most mornings from 7:45 AM to 8:30 AM and every other Wednesday after school. Please feel to make an appointment (to ensure that he will be there) or drop by (just in case he is available).</p> <p>Students may email or text with questions or requests for help. Students may not call Mr. Kertes at this number, unless an appointment has been made in advance with parent/guardian approval.</p>	<p>The best way to reach me is by text, especially during the school day. Feel free to contact me evenings and weekends if you have a question or your child needs support. I prefer to help as soon as needed (when possible) as this usually is the fastest option. If I am unavailable, I will get back to you as soon as possible. Thanks!</p> <ul style="list-style-type: none">- Email: tomkertes@sd52.bc.ca- Text/phone: 778-884-5343 (parents/guardians – feel free to text or call) <p>Information for parents and guardians is provided at https://tomkertes.ca and this includes information on the start of semester meet and greet, homework help, progress reports, S/P/T interviews, catch up afternoons, make up days, and student led conferences.</p>

Supplies and Materials

1. Pencil and pen (blue or black ink)
2. Spiral bound notebook (for your journal – this should be dedicated for this class, stays in portfolio)
3. Lined paper
4. 3-ring binder (can be used with other classes)

You should bring a pencil, journal, lined paper, and 3-ring binder every day to class. Please let Mr. Kertes know if you need supplies. Supplies, especially the journal spiral bound notebook, can be provided if requested. Please do not bring your backpack to class. Texts are provided in-class and may be checked out for use at home.

Assessment and Evaluation

Marks

IE 25 or 49 Not Completed	Passed (Attempted)	Completed		
	HIGH SCHOOL LEVEL		PRE-UNIVERSITY LEVEL	
	50 or 50+ 50, 55, 59	60+ 60, 65, 69	72+ 72, 75, 80, 86	90+ 90-100
Insufficient Evidence	C-	C or C+	C+, B or A	A
Low Quality	50 = Attempted (Pass) 50-59 = Minimal Quality (Pass)	Satisfactory Quality Good Quality	Good Quality Very Good Quality Excellent Quality	Outstanding Quality

Learning Updates

Student learning is assessed and evaluated based on the assignments, quizzes, and tests, in relation to the course learnings that are posted at <https://tinyurl.com/whebthuu>. Students may redo assignments, quizzes, and tests without penalty. Late work is accepted without penalty. Emphasis is on learning by applying and practicing the skills and concepts. Individual supports are provided throughout the term. Grades and learning updates reflect the B.C. Learning Update Order that is posted at <https://tinyurl.com/yd5hrzyt>. Formal and informal learning updates are provided throughout the term. More information about the meet and greet, student-led conference, S/P/T interviews, and updates is provided by email to parents/guardians and covered in class at the start of the semester.

Overview – In this course you will:

1. Read, speak, view, and hear literature of the Ts'msyen, Sami, Stó:lo, Spokane, Québécois, Ojibwe, Nisga'a, Métis, Māori, Inuit, Irish, Heiltsuk, Haisla, Haida, Dene, Coeur d'Alene, Cherokee, Celtic, Canadian, American, and African American peoples.
2. Explore the themes of *place and power* and *theory of narrative* through course texts, narratives, and literature (both spoken and written).
3. Write two expository essays and two textual analysis essays. Write several learning story papers. Write a reflective analysis essay. Develop and explain a theory of narrative, based on your own experience and on course texts and narratives.
4. Complete a novel study.
5. Develop and present on a policy of importance to people the territories of the Ts'msyen, Haida, Nisga'a, or other Coastal First Nation.
6. Use theory to think and use writing to help you think systematically with clarity and sound reasoning.
7. You will also learn the following core competencies:
 - a. communication,
 - b. thinking, and
 - c. personal and social.

Homework – Complete about twenty minutes of homework for about half of the weekdays of the term (there are fifty homework exercises, out of ninety school days for the term). Use the prompts provided (below). Work in the order of the prompts. You must attempt at least half (1-25) of the homework prompts to achieve a grade of 50-59. You must complete all the homework (1-50) to achieve a grade of 60 or higher. Homework answers are marked: *Not Completed* (49), *Attempted* (50), and *Completed* (60+).

Journal – At the start of class (some days) you will write for a set amount of time (usually five or ten minutes but sometimes more) in response to a different prompt for the day. This exercise helps you focus on the main concepts and helps you to be prepared for upcoming assignments and/or assessments. (On other days, you will read silently from your novel study book – which you will use for Quiz 7 and Essay 2.) Journal entries are marked: *Not Completed* (49), *Attempted* (50), and *Completed* (60+).

Quizzes 1-6 – View the following films (in-class) and then complete a quiz for each film (completed/corrected quizzes may later be used for open note tests on the films).

THEME: PLACE AND POWER

1. **Quiz 1:** ᐃᐃᑭᑦ (Nunavut)/ᐃᐃᐅᐅᑦ (Inuktitut): ᐃᐃᑭᑦᐃᑭᑦ (*Atanarjuat*) (Zacharias Kunuk)
2. **Quiz 2:** Éire/Gaeilge: *Arracht* (Tomás Ó Súilleabháin)
3. **Quiz 3:** Xaad kil/Xaayda kil: *SGaawaay K'uuna* (Gwaai Edenshaw and Helen Haig-Brown)

THEME: THEORY OF NARRATIVE

4. **Quiz 4:** *Portraits from a Fire* (Trevor Mack)
5. **Quiz 5:** *Angelique's Isle* (Marie-Hélène Cousineau and Michelle Derosier)
6. **Quiz 6:** *Smoke Signals* (Chris Eyre)

Please note that there are some pop quizzes and quick quizzes from time to time. Quizzes are marked: *Not Completed* (49), *Attempted* (50), and *Completed* (60+, 75+, or 90+).

Unit I Test – Write a series of short descriptions that compare and contrast the films (closed note) (ᐃᐃᑭᑦᐃᑭᑦ - *Atanarjuat*, *Arracht*, *SGaawaay K'uuna*). The Unit I Test is marked: *Not Completed* (49), *Attempted* (50), and *Completed* (60+).

Essay 1 – Write an expository essay on any idea with a connection to the theme of *place and power* in relation to the first three films of the course (ᐃᐃᑭᑦᐃᑭᑦ - *Atanarjuat*, *Arracht*, and *SGaawaay K'uuna*). You will turn in three drafts, an outline, notes, and other materials for this assignment. Essays are marked according to the EFP11 Essay Rubric – using these marks: *Low Quality/Not Complete* (49), *Minimal Quality* (50, 55, 59), *Satisfactory/Good Quality at High School Level of Analysis* (60, 65, 69), *Good/Very Good/Excellent Quality at Pre-University Level of Analysis* (72, 75, 80, 86), or *Outstanding Quality at Pre-University Level of Analysis* (90+).

Key Concepts Test – Explain how to understand and explain complex and important ideas using the writing process, theory, and scholarship – in ways that matter to you and your community.

7. *Rainwriters' Style Guide – Grade 11* (Tom Kertes)
8. *How to Write an Outstanding Essay* (Juno Pappas, Jr.)
9. *How to Get Smarter the Hard Way (with Cognitive Cliff Jumping)* (Juno Pappas, Jr)
10. *Understanding and Applying Theory: Mastering Academic Reading and Writing* (Tyler Robinson)
11. *From Oral to Written: A Celebration of Indigenous Literature in Canada, 1980-2010* (Tomson Highway)

The Key Concepts Test is marked: *Not Completed* (49), *Attempted* (50), and *Completed* (60+, 72+, or 90+). You must repeat the test until you achieve 50+, 60+, 72+, or 90+ (depending on your overall goal for the course).

Learning Story Test Part 1 – Write about how the theme of *place and power* relates to you and the “what, how, and why” of your learning so far this term (in relation to this theme).

12. *The Truth About Stories: A Native Narrative* (Thomas King)
13. *Conversations with Canadians* (Lee Maracle)
14. *Narrative Construction of Reality* (Jerome Bruner)
15. *The Sasquatch at Home* (Eden Robinson)
16. *Potlatch as Pedagogy: Learning Through Ceremony* (Sara Florence Davidson and Robert Davidson)

Learning Story Tests are marked according to the EFP11 Essay Rubric – using these marks: *Low Quality/Not Complete* (49), *Minimal Quality* (50, 55, 59), *Satisfactory/Good Quality at High School Level of Analysis* (60, 65, 69), *Good/Very Good/Excellent Quality at Pre-University Level of Analysis* (72, 75, 80, 86), or *Outstanding Quality at Pre-University Level of Analysis* (90+).

Student Led Conference – Complete a self-assessment report and a learning plan, share your report and plan with your family (or with a peer) (this includes sharing your portfolio, discussing the writing process, and reflecting on your progress so far this term). The Student Led Conference report and learning plan is marked: *Not Completed* (49), *Attempted* (50), and *Completed* (60+).

Midterm Essay (in-class) – Write a textual analysis essay on one of the following texts (your choice of text).

17. *One Good Man* (Sherman Alexie)
18. *The Laundry Basket* (Lee Maracle)
19. *Haida Gwaii* (Thomas King)
20. *The Promise* (Richard Van Camp)
21. *Superdrunk* (Chelsea Hicks)
22. *The Ark of the Turtle’s Back* (Jaye Simpson)

Essays are marked according to the EFP11 Essay Rubric – using these marks: *Low Quality/Not Complete* (49), *Minimal Quality* (50, 55, 59), *Satisfactory/Good Quality at High School Level of Analysis* (60, 65, 69), *Good/Very Good/Excellent Quality at Pre-University Level of Analysis* (72, 75, 80, 86), or *Outstanding Quality at Pre-University Level of Analysis* (90+).

Quiz 7 – Read a novel of your choice by an author who is Indigenous to the land where the story takes place and then systematically describe the novel (closed note for the most part) (you may use the same novel as you did for Essay 2). Quizzes are marked: *Not Completed* (49), *Attempted* (50), and *Completed* (60+, 72+, or 90+).

Unit II Test – View the six films of the course and take notes while viewing them, complete Quizzes 1-6. Then, using your notes and your completed/corrected quizzes, describe the films, explain how the films connect thematically to the main themes and concepts of the course, and reflect on the value and meaning of each film. The Unit II Test is marked: *Not Completed* (49), *Attempted* (50), and *Completed* (60+, 72+, or 90+).

Essay 2 – Write a textual analysis essay on a novel or short story by an author who is Indigenous to the land where the story takes place (any novel or story of your choice, the novel can be the same as the one used for Quiz 7). Essays are marked according to the EFP11 Essay Rubric – using these marks: *Low Quality/Not Complete* (49), *Minimal Quality* (50, 55, 59), *Satisfactory/Good Quality at High School Level of Analysis* (60, 65, 69), *Good/Very Good/Excellent Quality at Pre-University Level of Analysis* (72, 75, 80, 86), or *Outstanding Quality at Pre-University Level of Analysis* (90+).

Learning Story Test Part 2 – Develop and describe a theory of narrative that explains how narrative is constructed and/or how narratives help construct how we perceive ourselves and our realities – using the passages and chapters provided.

23. Class set of “Very Short Introduction” books

Learning Story Tests are marked according to the EFP11 Essay Rubric – using these marks: *Low Quality/Not Complete* (49), *Minimal Quality* (50, 55, 59), *Satisfactory/Good Quality at High School Level of Analysis* (60, 65, 69), *Good/Very Good/Excellent Quality at Pre-University Level of Analysis* (72, 75, 80, 86), or *Outstanding Quality at Pre-University Level of Analysis* (90+).

Policy Writing Presentation – Working as part of a group (of your choice), develop a policy that will solve a problem that matters to your community (aiming to solve the matter within a three year timeline), using a lens of English First Peoples, applying the models, systems, and processes of this course, and reflecting on the role language, government, law, power, and policy, and then describe the policy in a presentation to the class – explaining how the policy will work and why it should be adopted using systematic thinking, rigour, and your own “theory of change” (followed by a class discussion and dialogue).

24. *The Indian Act and the Future of Aboriginal Governance in Canada* (Kenneth Coates)

25. *Witsuwit'en Law: Eagle Down Is Our Law* (Antonia Mills)

26. *Salmon Wars: The Battle for the West Coast Salmon Fishery* (Dennis Brown)

There are three parts to this assignment for marking: Part 1 – Policy Brief, which is marked *Not Completed* (49), *Attempted* (50), and *Completed* (60+); Part 2 – Research Notes, which are marked *Not Completed* (49), *Attempted* (50), and *Completed* (60+); and Part 3 – Discussion Participation, which is marked *Not Completed* (49), *Attempted* (50), and *Completed* (60+). You must present and take part in discussion for a *Completed* mark.

Key Concepts Summary Test – Explain how to understand and explain complex and important ideas using the writing process, theory, and scholarship in ways to matter to you and your community (closed note). Some passages from the various course texts – above – will be provided. The Key Concepts Summary Test is marked: *Not Completed* (49), *Attempted* (50), and *Completed* (60+, 72+, or 90+).

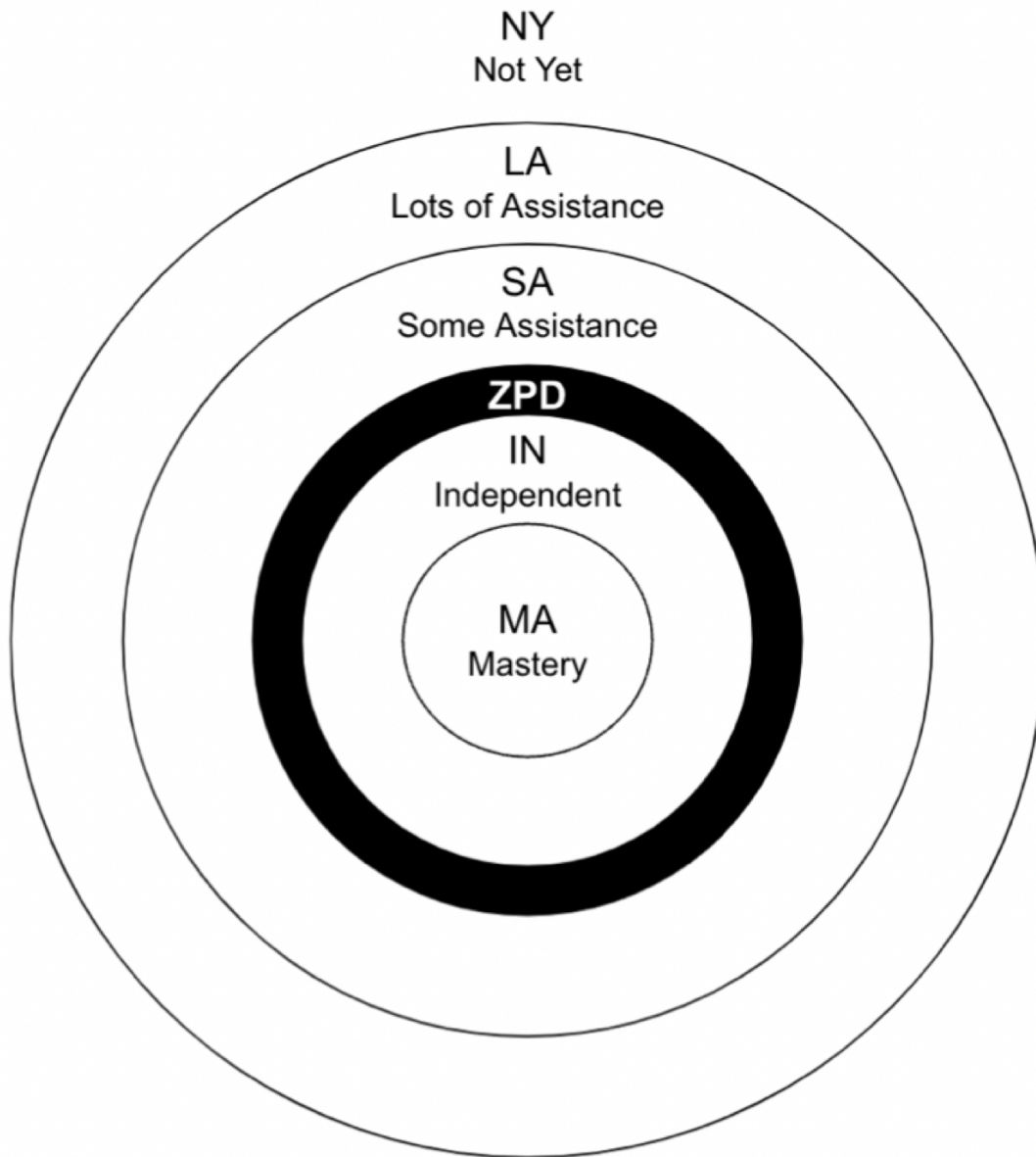
Final Exam Essay Part 1 (in-class) – Write a paper on how to write an essay, using your own work from throughout this term, various course texts, and other sources of your choice (open note) as evidence and to support your thesis. Essays are marked according to the EFP11 Essay Rubric – using these marks: *Low Quality/Not Complete* (49), *Minimal Quality* (50, 55, 59), *Satisfactory/Good Quality at High School Level of Analysis* (60, 65, 69), *Good/Very Good/Excellent Quality at Pre-University Level of Analysis* (72, 75, 80, 86), or *Outstanding Quality at Pre-University Level of Analysis* (90+).

Final Exam Essay Part 2 (in-class) – Write a reflective analysis essay on the value of narrative (based on a theory of narrative) in relation to at least one of the films viewed in class (can be a thematic connection) and to several of the texts on narrative theory that were covered in the class so far this term. Essays are marked according to the EFP11 Essay Rubric – using these marks: *Low Quality/Not Complete* (49), *Minimal Quality* (50, 55, 59), *Satisfactory/Good Quality at High School Level of Analysis* (60, 65, 69), *Good/Very Good/Excellent Quality at Pre-University Level of Analysis* (72, 75, 80, 86), or *Outstanding Quality at Pre-University Level of Analysis* (90+).

Learning Story Test Part 3 – Describe the role of systems thinking, models, theory, scholarship, reading, writing, speaking, and listening in shaping perception and reality, and explain how abstract theoretical ideas and processes can help shape practical policies (how we live together and how our needs are met through cooperative action at the level of a community or other polity), in relation to the course themes and texts – using a lens of

English First Peoples and applying the reading, writing, speaking, listening, and thinking skills that were the focus of this course. Learning Story Tests are marked according to the EFP11 Essay Rubric – using these marks: *Low Quality/Not Complete* (49), *Minimal Quality* (50, 55, 59), *Satisfactory/Good Quality at High School Level of Analysis* (60, 65, 69), *Good/Very Good/Excellent Quality at Pre-University Level of Analysis* (72, 75, 80, 86), or *Outstanding Quality at Pre-University Level of Analysis* (90+).

Self-Assessment and In-Class Student/Teacher Conferencing Chart



NY	LA	SA	Z P D	IN	MA
PREPARING	APPROXIMATING			APPLYING	
Not Yet	Lots of Assistance	Some Assistance		Independent	Mastery

Grades

IE 25 or 49 Not Completed	<u>P</u> assed (Attempted)	<u>C</u> ompleted		
	HIGH SCHOOL LEVEL		PRE-UNIVERSITY LEVEL	
	50 or 50+ 50, 55, 59	60+ 60, 65, 69	72+ 72, 75, 80, 86	90+ 90-100
Insufficient Evidence	C-	C or C+	C+, B or A	A
Low Quality	50 = Attempted (Pass) 50-59 = Minimal Quality (Pass)	Satisfactory Quality Good Quality	Good Quality Very Good Quality Excellent Quality	Outstanding Quality
One or more major assignment is missing or incomplete	All major assignments are completed at level P or higher (at least attempted)	All major assignments are completed at level P or higher (at least attempted)	All major assignments are completed at level C or higher (at least completed)	All major assignments are completed at level C or higher (at least completed)
0, 25, or 49 on the Key Concepts Test (by the final attempt)	At least 50 on the Key Concepts Test (by the final attempt)	At least 60 on the Key Concepts Test (by the final attempt)	At least 72 on the Key Concepts Test (by the final attempt)	At least 90 on the Key Concepts Test (by the final attempt)
Less than 50% of homework is completed at P level or higher	More than 50% of homework is completed at P level or higher	More than 50% of homework is completed at C level and at least 75% of journal entries completed	All homework is completed at C level and at least 75% of journal entries completed	All homework is completed at C level and at least 75% of journal entries completed
Concepts or skills have not been demonstrated	Most important skills and concepts have been demonstrated	All work is at least minimally acceptable quality and key concepts/skills are learned (theory is approximated)	Final work is good quality (72+) quality, all work (throughout term) is completed at good (60+) or higher quality (revisions ok), and all concepts/skills are learned (IN)	Final work is outstanding quality, all work (throughout term) is completed at excellent or higher quality (revisions ok), and all concepts/skills are mastered (MA)

Classroom Routines and Expectations

1. Please just enter the class – do not knock. Be respectful of your classmates’ time and attention. Please arrive on time. If you enter late, please come in without distracting other students.
2. Please leave your backpack in your locker or at home. There is no room in room 308 for backpack storage. You only need to bring lined paper, your spiral bound journal notebook, pencil, and optional 3-binder to class – so there is no need for your backpack anyway.
3. Cell phones, smart watches, and other distraction devices (including puppies) are not allowed in room 308. The only exception is playing music with headphones during specified work blocks (not tests).
4. There is a designated “leash free puppy park” for distraction devices (the area by corkboard) for setting up your music during a specified work block. Please respect this rule so that puppies can continue to go out on walks during work periods – otherwise a total ban will be enforced. (Note: Puppies and other distraction devices are never allowed on test days.)
5. If your puppy or device is visible (or used, in the case of a smart watch) outside of the designated area or time, you may be asked to store it in the red box (“puppy pound”) for the rest of the period. There is no other consequence for “outlaw puppies” and the phone or other device will be returned to you at the end of class or the break.
6. There is usually a 5-minute break in the middle of class (on short days) or two 5-minute breaks (on long days). If you are late to class or if you have late or missing homework or other assignments, you may be required to use this time to catch up or make up for being late. (Note: On certain film days and on test days breaks may be cancelled.)
7. You sign yourself out to use the washroom or to go to your locker. Only one student out at a time. Please do not ask to go, just go. The hall passes are closed in the first ten minutes of class, the last ten minutes of class, and right before and right after a scheduled break.
8. There is study hall about every other Wednesday after school. You may be required to attend study hall if you have late or missing assignments (including homework) or assessments. A notice may be sent home if you need to make up missing work during a study hall session. Mr. Kertes usually arrives by 7:45 AM most mornings and can supervise make up or provide help before school. Please double check first to confirm that he’ll be at school on a given day or time (or just drop by to see).
9. Student led conferences are required. You may attend with your parent/guardian or with a peer. More information will be provided about student led conferences. These are in addition to the school S/P/T interviews. S/P/T interviews are optional.
10. Class discussions are an important part of English class and help students hear and express diverse viewpoints. Please be sure to read the class expectations on discussions at <https://tinyurl.com/34hva5sw>. We will go over this in class. Students are expected to adhere to the school Code of Conduct and SD52 policies, including the policies referenced above regarding class discussions. The Code of Conduct is posted here <https://tinyurl.com/rf5567r4>.

Please let Mr. Kertes if you need additional help or support. Individual supports may be provided. Universal and individual supports are provided for students with an Individual Education Plan, students learning English as an additional language, and for other students.

The course outline may change with revisions and/or additions if required to support student learning. Students will be notified in writing of any changes in advance.