



Teacher	Ms. R. Phippen
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Room	229

Prerequisite: English, Grade 10, Academic or Applied

Course Description: This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyze the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

Curriculum Strands: Identity, Relationships, Sovereignty, Challenges, and Writing

Unit 1	Identity	25 hours
Unit 2	Relationships	25 hours
Unit 3	Sovereignty	25 hours
Unit 4	Challenges	25 hours
Unit 5	Who Am I Now?	10 hours

Unit Descriptions

Unit 1: Identity

Demonstrate an understanding of the cultural diversity of Aboriginal peoples through a study of Aboriginal literary works

Analyze information, ideas, issues, and language as they pertain to Aboriginal identity in a variety of informational writings and Aboriginal literary works

Demonstrate an understanding of how the different forms and styles used in Aboriginal literary works reflect Aboriginal identity

Analyze images in media works related to Aboriginal identity.

Unit 2: Relationships

Demonstrate an understanding of the relationships depicted in fiction, drama, poetry, and non-fiction by Aboriginal writers (with an emphasis on novels and poetry)

Demonstrate an understanding of form, purpose, audience, and production techniques by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues related to relationships examined in this course

Compare, through analysis, relationships presented in media works by Aboriginal creators.

Unit 3: Sovereignty

Describe how issues of identity and culture as they relate to sovereignty, as expressed in works by Aboriginal writers

Describe how sovereignty is expressed in works by Aboriginal writers

Demonstrate an understanding of the language used in Aboriginal writing in connection with sovereignty issues

Apply their knowledge of vocabulary and language conventions to read, write and speak effectively while identifying, developing or describing Aboriginal sovereignty

Analyze themes related to sovereignty, as portrayed in media works by Aboriginal creators

Unit 4: Challenges

Assess the challenge of maintaining cultural identity facing Aboriginal peoples, as represented in Aboriginal literature;

Analyze and assess how stereotyping is depicted in works by Aboriginal creators;

Identify and assess solutions to challenges suggested in media works by Aboriginal creators;

Demonstrate an understanding of Aboriginal writers' descriptions of the challenges faced by Aboriginal peoples.

Unit 5: Who Am I Now?

Students will apply what they have learned about Aboriginal perceptions of identity, relationships, sovereignty, and challenges. Using the ideas and skills developed throughout the course, students will complete a task that will involve any materials read/watched in class, or materials they feel will support their research.

Students will reflect upon various genres and outline ways in which the various themes and forms affect them personally, how they made a connection to the material, and how it has been, and will be useful to their own lives. Also, students will discuss what the literature taught them about themselves, and what they will take away from their course.

Throughout the Course students will develop their reading and writing skills

Use a variety of print and electronic primary and secondary sources to gather and analyze information and develop ideas for writing
select and use appropriate writing forms for various purposes and audiences, focusing on reports, correspondence, and persuasive essays

Use a variety of organizational structures and patterns to produce coherent and effective written work

Revise written work, independently and collaboratively, focusing on accuracy of information, clear expression, and consistent use of voice

Edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as presented for this course, with the support of print and electronic resources when appropriate.

Assessment and Evaluation/Mark Breakdown

Achievement Chart Categories	Course Weighting	Assessment Strategy examples
(KU) Knowledge/Understanding Subject- specific content acquired in each course (knowledge) and the comprehension of its meaning and significance (understanding).		Anecdotal notes Checklists Marking schemes
(T) Thinking/Inquiry/Problem Solving Planning skills (ex. generating ideas, gathering information, organizing information), processing skills (ex. drawing inferences, interpreting, evaluating), critical/creative thinking processes (ex. oral discussion, critical analysis)		Rubrics Learning skills Conferences
(C) Communication The conveying of meaning through various oral, written, and visual forms (ex. communicate orally/in writing, using pictures, charts, tables).		Essays Discussions Response journals
(A) Application The use of knowledge and skills to make connections within and between various contexts (connecting ideas).		Presentations and media works (oral) Quizzes, tests

Final Grade:

Term Work: 70%	Culminating Activity: 15%	Final Exam: 15%
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Learning Skills

Responsibility	Fulfills responsibilities and commitments
Organization	Manages time to complete tasks and achieve goals
Independent work	Uses class time appropriately to complete tasks
Collaboration	Works with others and promotes critical thinking
Initiative	Demonstrates curiosity and an interest in learning
Self-Regulation	Sets goals and monitors progress towards achievement

Class Requirements and Expectations

- Students must bring a notebook, textbook, writing utensil to class every day
- Organization is key! Please have a notebook that handouts and assignments can be inserted in
- Students are asked to refer to the class website regularly to stay up to date with assignments and daily class discussions.
- Please no cell phones in the classroom.
- Always record upcoming homework tasks, assignments and tests dates.
- Catch up on all homework missed due to absence. This is the student's responsibility.
- Please show respect to your classmates at all times. This means no talking during tests, and listening when others speak.
- You are expected to be present for all tests. If you are involved in a school activity on the day of the test, it is your responsibility to inform the teacher in advance so arrangements can be made for a make-up test.
- Failure to write tests or submit major assignments on the specified due date without informing the teacher beforehand may result in a phone call home.

Assignment Submission

- All assignments should be **typed** and include the name of project/title, the course code, your name, my name, and the date.
- All assignments should be submitted **on time**. Exceptions will be made only in extenuating circumstances and are at my discretion.
- If for any reason you are unable to hand in an assignment on time, or if you are involved in a school approved extra-curricular activity on the day of a test/due date, it becomes your responsibility to inform the teacher well in advance so that arrangements can be made for a make up tests. Please speak to the teacher before hand, and we will write up a contract for a later date. Failure to speak to me in advance will mean loss of marks. *Computer printing problems will not be accepted as legitimate reasons for late assignments. If such a situation should occur, the student must either present a hand written assignment or a computer disc that the teacher can read on a computer compatible with the Sudbury Secondary School computer system. This must be done on the day that the assignment is due.
- Please **do not be afraid to ask me for help** if you are having difficulty. Come to me sooner than later!

PARENTS/GUARDIANS:

Please be aware of the expectations set for your son/daughter in this course. They are designed to encourage all students to work to their full potential, in a cooperative classroom environment.

If you have any questions regarding your son or daughter's progress and/or the expectations above, please do not hesitate to contact me at the school 705-674-7551.

I am looking forward to getting to know you this semester! ☺

I have read this course overview and understand the expectations.

Student Name

Student Signature

Date

Parent/Guardian Name

Parent/Guardian Signature

Date

Comments/Concerns: