English: Contemporary First Nations, Métis, and Inuit Voices
Grade 11, University Preparation NBE3U

This course explores themes, forms, and stylistic elements of a range of literary, informational, graphic, oral, cultural, and media texts from and related to First Nations, Métis, and Inuit cultures in Canada. Students will analyse the changing use of text forms by Aboriginal authors from various periods and cultures to express themes such as identity, relationships, and sovereignty. Students will 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 university or college preparation course.

Prerequisite: English, Grade 10, Academic
A. FIRST NATIONS, MÉTIS, AND INUIT PERSPECTIVES AND CANADIAN TEXT FORMS

OVERALL EXPECTATIONS

Throughout this course, students will:

A1. Analysing: analyse themes, ideas and issues associated with identities, relationships, and sovereignty in text forms from and/or related to First Nations, Métis, and Inuit cultures, and formulate questions to stimulate a well-reasoned exchange of ideas about these topics;

A2. Deconstructing: describe ways in which representations of First Nations, Métis, and Inuit individuals, communities, and cultures in Canadian text forms have been influenced by factors such as gender, historical period, cultural background, and social and political conditions and events.

A3. Reconstructing: evaluate a variety of historical and contemporary text forms to assess how accurately they represent the lives, cultures, worldviews, and diversity of First Nations, Métis, and Inuit peoples past and present, and explain the socio-cultural impact of contemporary efforts to challenge and/or correct incomplete or inaccurate depictions;

A4. Reflecting and Communicating: reflect on and communicate information, themes, ideas, issues, and perspectives related to First Nations, Métis, and Inuit cultures, including their representations in Canadian text forms, using terminology, skills, and strategies appropriate for the audience and purpose.

SPECIFIC EXPECTATIONS

A1. Analysing

Throughout this course, students will:

Identifying Text Forms

A1.1 identify cultural text forms,¹ and customs associated with them, from a variety of First Nations, Métis, and Inuit cultures, and explain how they support the communication of meaning within the society (e.g., birch bark scrolls are sometimes used by Anishnaabe people to record history, stories, migration patterns and cultural teachings)

Sample questions: “Why is it important to have a record of the spirit and intent of an agreement between two parties? What barriers can get in the way of interpreting a written contractual agreement? How does the use of a wampum belt

¹ The term “cultural text form” is used in this document to refer to a culturally specific means of communication that is accepted, justified, and used by a society because of underlying beliefs and values of the culture, and that uses various symbols, practices, images, sounds, and three-dimensional forms to convey information and ideas to an audience. See pages xx–xx for background information and a chart identifying various types of cultural text forms.
as a text form of a contractual agreement change your view of agreements? How does it change your definition of text?”

Exploring Identities
A1.2 describe and compare the perspectives, in a variety of text forms, on themes, ideas, and issues associated with First Nations, Métis, and Inuit identities (e.g., with reference to spiritual beliefs, cultural identities, legal identification in Canada, self-identification and related terminology, relationship to traditional territories, individual roles and responsibilities within clan family structures)

Sample question: “Why do you think the theme of the extended family often occurs in literature from Inuit sources or related to Inuit culture?”

Exploring Relationships
A1.3 describe and compare the perspectives, in a variety of text forms, on themes, ideas, and issues associated with relationships in First Nations, Métis, and Inuit cultures (e.g., with reference to the interconnectedness of all living things, rights and responsibilities derived from natural law that shape the relationship between humankind and nature, ancestral relations between the spirit world and families)

Sample question: “What are some similarities and differences between the way these two novels approach the topic of a First Nation, Métis, or Inuit family’s spiritual ties to its ancestors?”

Exploring Sovereignty
A1.4 describe and compare the perspectives, in a variety of text forms, on themes, ideas, and issues associated with First Nations, Métis, and Inuit sovereignty (e.g., with reference to nation-to-nation relations, self-governance, land claim dispute resolutions, traditional territories, language and cultural revitalization, citizenship, colonialism, the principles of the Two Row Wampum)

Sample questions: “As presented in various informational narratives, expositions, and reports you have read, does the theme of nationhood appear to express an equitable relationship between First Nations, Métis, or Inuit governments and non-Aboriginal governments? Why, or why not?” “How would you compare the perspectives of these two magazine articles on treaty processes and treaty relationships in Canada?”

Formulating Questions
A1.5 formulate effective questions to guide their explorations of themes, ideas, and issues associated with identities, relationships, and sovereignty in diverse text forms from and/or related to First Nations, Métis, and Inuit cultures (e.g., factual question: "What are some issues related to the legal status of the Two Row Wampum Treaty?”; comparative question: “What are some similarities and differences between First Nations, Métis, or Inuit accounts of the creation of the world and those of one or more other cultures?”; causal question: "What are some consequences of the representation of First Nations, Métis, and Inuit cultures in history, science, social studies, and geography texts written for Canadian schools?)
Sample questions: “What is an inquiry stance? How can the application of an inquiry stance support learning from or about First Nations, Métis, and Inuit perspectives in an English course?”

Comparing Perspectives
A1.6 compare multiple perspectives on themes, ideas, and issues associated with identities, relationships, and sovereignty in a variety of text forms by both First Nations, Métis, and Inuit and non-Aboriginal Canadian creators/authors (e.g., compare perspectives on the role of society in family affairs presented in the Two Row Times or the Métis Voyageur and in mainstream newspapers; identify how perspectives on the commoditization or protection of natural resources such as seeds, water, soil, and air presented in a variety of texts contradict or confirm one another)

Sample questions: “How does Drew Hayden Taylor infuse his play scripts with humour and philosophy to engage his audience on serious topics of concern to First Nations, Métis, and Inuit communities?” “How might the perspective of a research report on the history and contemporary context of the Métis Nation vary depending on the sources it is drawn from?”

A2. Deconstructing
Throughout this course, students will:

Viewpoint
A2.1 determine how the messages conveyed in a variety of historical and contemporary text forms from and/or related to First Nations, Métis, and Inuit cultures are shaped by the presence or absence of a range of perspectives (e.g., the perspectives of a settler, a secondary character, a voice not represented in the text), and draw conclusions about the viewpoint of the creator/author

Sample questions: “What viewpoint did the author want to express about the topic?” “Who benefits from this text?” “Where are the voices of First Nations, Métis, and Inuit women in this text? How might the text have been different if women’s voices had been included?” “Why is it important to approach text forms related to First Nations, Métis, and Inuit cultures from various perspectives and using various analytical lenses?”

Contradictions
A2.2 identify contradictions in how First Nations, Métis, and Inuit cultures have been depicted in a variety of Canadian historical and contemporary text forms (e.g., “noble” versus “uncivilized” or “savages”, wards of the government versus sovereign nations, economically diverse versus impoverished, lacking resources versus culturally rich), and suggest reasons for the divergence of views

Sample question: “Do you think this editorial response to a First Nations, Métis, and/or Inuit issue in a mainstream newspaper is accurate, fair, and complete?”
Where would you turn to find the First Nations, Métis, and/or Inuit response to the issue? How would you explain the divergence in views represented?” “What are some factors that have helped change depictions of First Nations, Métis, and Inuit people in Canadian text forms over time?”

**Positioning**

A2.3 make inferences about attitudes towards First Nations, Métis, and Inuit content in a variety of Canadian historical and contemporary text forms based on various types of structural evidence (e.g., relative amount and prominence of material, placement in relation to other content, integration into and/or degree of relevance to the main theme or argument, reliance on primary or secondary sources of information)

**Accessibility**

A2.4 describe historical and contemporary factors affecting public access to First Nations, Métis, and Inuit text forms, including cultural text forms (e.g., the role and reasoning of the courts in regulating First Nations, Métis, and Inuit text forms; self-expression in the nineteenth and early twentieth centuries; the role and reasoning of Elders today in limiting public access to traditional and/or sacred knowledge)

**Asymmetries**

A2.5 describe a range of issues related to attempts to apply Western cultural criteria to First Nations, Métis, and Inuit text forms, including cultural text forms (e.g., issues related to copyright and notions of individual ownership of cultural products; privileging of Western text forms, such as print, over other forms, such as oral expression; appropriation of traditional First Nations, Métis, and Inuit knowledge and culture by non-Aboriginal society)

**Sample question:** “What issues are raised by the efforts of non-Aboriginal cultural anthropologists to collect and publish stories from the oral traditions of First Nations, Métis, and Inuit cultures?”

**A3. Reconstructing**

Throughout this course, students will:

<<insert current A4.1 and 4.2 here>>

**Diversity**

A3.1 evaluate a variety of historical and contemporary text forms to assess how accurately they represent the past and present diversity of First Nations, Métis, and Inuit peoples, cultures, and worldviews (e.g., compare depictions of a specific First Nation, Métis, or Inuit culture in an early and a contemporary documentary)

**Sample questions:** “How are First Nations, Métis, and Inuit peoples referred to in historical informational texts such as newspapers, treaties, and/or government
documents? “Given the widespread use of the word ‘Indian’ in earlier centuries to describe diverse groups of Aboriginal people in North America, what are some strategies contemporary historians and writers can use to differentiate each local nation’s contribution to Canadian history?”

Relevance
A3.2 evaluate a variety of contemporary text forms to assess how accurately they represent the lives and activities of First Nations, Métis, and Inuit individuals and communities, past and present, and describe how inaccurate or outdated representations affect societal attitudes

Sample questions: “What are some reasons why contemporary text forms might continue to reflect outdated perspectives on First Nations, Métis, and Inuit individuals and communities?”

Socio-Cultural Impact
A3.3 assess the social and cultural impact of contemporary efforts to affirm First Nations, Métis, and Inuit valuations of Aboriginal cultural text forms over valuations by non-Aboriginal people in Canada and around the world (e.g., with reference to cross-cultural education about the foundational importance of text forms expressing First Nations, Métis, and Inuit worldviews and spirituality)

Sample questions: “How do labels such as ‘legend’, ‘myth’, and ‘artefact’ attached to First Nations, Métis, and Inuit text forms limit the ability of non-Aboriginal people to understand Aboriginal belief systems and value them appropriately?” “What can we learn about First Nations, Métis, and Inuit beliefs from campaigns for the return of medicine bundles and other culturally sensitive artefacts currently stored in Canadian museums to the communities that produced them? What consequences might such repatriation have?”

A4. Reflecting and Communicating
Throughout this course, students will:

Acknowledging
A4.1 demonstrate an understanding of the challenges of First Nations, Métis, and Inuit individuals and communities to control their own narratives and resist colonial oppression, as revealed in text forms studied in this course (e.g., identify, in nineteenth- and early-twentieth-century text forms, representations of First Nations, Métis, and Inuit individuals and cultures that reflect unquestioning acceptance and perpetuation of negative stereotypes, explain how contemporary graphic novels by First Nations, Métis, and Inuit authors demonstrate cultural resistance to colonial oppression)

Sample questions: “How can identifying misrepresentations in historical text forms help us achieve more accurate contemporary representations of First Nations, Métis, and Inuit individuals and communities?” “In what ways does this narrative
attempt to re-assert a Métis perspective on subject matter related to Métis communities?” “How does this text subvert a colonialist view of Inuit life?”

Naming
A4.2 identify the most appropriate ways to reference First Nations, Métis, and Inuit peoples in different contexts (e.g., taking into account historical period, personal preferences, current nation or community preferences, judicial and legislative terminology, treaty language, and local, national, or global contexts), and immediately identify inappropriate terminology used in texts (e.g., words referring to Aboriginal people that are now considered derogatory and unacceptable).

Sample questions: “In what ways is ‘naming’ particularly problematic for First Nations, Métis, and Inuit peoples in Canada?” “How does knowledge of First Nations, Métis, and Inuit history help you appreciate the need to use appropriate terms in your own writing?” “As you read the terms used in contemporary written texts to identify various worldviews of First Nations, Métis, and Inuit cultures, how do you think they affect your comprehension of the message?” “What is your reaction to the use of the word ‘Indian’ or ‘Eskimo’ instead of ‘First Nation’, ‘Métis’, or ‘Inuit’ to refer to Aboriginal peoples in Canada? What contexts can you think of in which such usage might be justified, or even required (e.g., direct quotations from historical documents, dialogue consistent with the speaker’s character and the period in historical novels)?”

Communication Strategies
A4.3 use a variety of appropriate strategies to communicate information, themes, ideas, issues, and perspectives related to First Nations, Métis, or Inuit cultures, including their representation in Canadian text forms (e.g., use First Nations, Métis, or Inuit text forms to support a presentation about the traditional knowledge and worldview associated with a particular culture).

B. ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. The Oral Tradition: describe some cultural text forms, figures, and practices associated with the oral traditions of diverse First Nations, Métis, and Inuit cultures, and assess the impact of societal trends on the continuation of these traditions;

B2. Listening to Understand: listen to oral texts about and/or from First Nations, Métis, and Inuit cultures in order to understand and respond appropriately in a variety of situations for a variety of purposes;

B3. 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;

B4. 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.

**SPECIFIC EXPECTATIONS**

**B1. The Oral Tradition**

By the end of this course, students will:

**Oral Text Forms and Their Use**

**B1.1** describe a variety of text forms associated with the oral traditions of diverse First Nations, Métis, and Inuit cultures (e.g., prayers, addresses, spirit names, orations, histories, petitions, acknowledgements, affirmations, creation stories), explain their purpose and symbolic meaning, and describe the customs governing their use (e.g., limits on storytelling determined by the time of year or the age of the listener for stories about seasonal change or transition from one life stage to the next; cultural norms assigning the task of oral teaching to Elders; the roles and responsibilities of storytellers; the use of metaphor to develop deeper thinking; restrictions on how certain stories are recorded or shared; practices for ensuring the preservation, maintenance, and accuracy of stories; the use of humour to engage listeners)

*Sample questions:* “How does the position of Elders as the most knowledgeable members of First Nations, Métis, and Inuit communities influence how elderly people are viewed in these societies generally?” “Do you think special status for the elderly and the protection of oral tradition have a place in contemporary society? Why or why not?”

**Figures and Their Function**

**B1.2** describe some significant figures from diverse First Nations, Métis, and Inuit oral stories (e.g., Chikapash, Nuliajuk or Sedna, Waynaboozhoo or Nanabush, Great Spirit or Creator, Mother Earth, clan animals, Windigo), including their origins, roles, characteristics, and behaviours (e.g., in relation to: the creation of the world; animal and plant life; relationships between humans, other spiritual entities, and the land; family life and morality; the ability to transform; treatment of the body and bodily functions; humour; language), and explain how they reflect a particular culture’s worldview

*Sample questions:* “How do trickster figures or other significant spiritual figures interact with humans in oral stories?” “What aspects of [the culture’s] worldview are explained by the behaviour of figures in the stories?”

**Culturally Appropriate Listening Practices**

**B1.3** select and use a variety of culturally appropriate listening practices during oral teachings (e.g., refrain from interrupting to clarify a point during an oral teaching unless invited to do so by the Elder; make a mental note of key points during an oral teaching to deduce the lesson; make personal connections to the content of a
story to make meaning from a traditional teaching; refrain from taking notes or making a recording during an oral teaching without explicit permission)

Sample questions: “Why might it be inappropriate to make an audio or video recording or to take notes during an oral teaching? How do members of a culture ensure that such restrictions are understood by all? How do such restrictions affect the transfer of traditional knowledge and skills from one generation to the next?”

Societal Influences
B1.4 describe a variety of societal trends (e.g., colonization, oppression, decolonization, cultural revitalization, land disputes, court decisions regarding oral histories, the impact of changing lifestyles on social structures that support oral knowledge transmission) that may contribute to the disruption or continuity of oral traditions in diverse contemporary First Nation, Métis, and Inuit communities (e.g., rural, urban, or on-reserve communities; ceremonial societies, women’s circles, men’s circles, youth groups)

Sample questions: “In what ways do you think laws governing intellectual property rights, digital media, and the writing process have affected the role of oral traditions in contemporary First Nations, Métis, and Inuit societies?” “How have disputes over territory affected how oral histories are perceived in courts?”

B2. Listening to Understand

By the end of this course, students will:

Purpose
B2.1 identify the purpose of a range of listening tasks, with a focus on listening to oral texts from and/or related to First Nation, Métis, and Inuit cultures (e.g., to note the terminology used by a presenter in a cultural exchange; to determine the merits of a viewpoint before providing a response in a discussion), and set goals for specific tasks (e.g., formulate questions to help clarify the viewpoint of the speaker in a small-group discussion)

Sample questions: “What are you expecting to learn from this speaker?” “How do you determine which points in the presentation represent the speaker’s own view?”

Using Active Listening Strategies
B2.2 select and use the most appropriate active listening strategies when participating in a range of situations related to oral texts from and/or related to First Nation, Métis, and Inuit cultures (e.g., ask the speaker to clarify historical details, such as a reference to non-interference and the Two Row Wampum Treaty; respond to a speaker’s viewpoint while showing respect for diversity of ideas, language, and culture; affirm and build on the contributions of others in a small-group discussion)

Sample questions: “What does it mean to disagree respectfully?” “What beliefs or
attitudes do you hold that could hinder your willingness to consider the speaker’s point of view? What are some listening strategies that might help you listen with an open mind?”

**Using Listening Comprehension Strategies**

**B2.3** select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts from and/or related to First Nations, Métis, or Inuit cultures, including increasingly complex or difficult texts (e.g., review background materials that present a First Nation, Métis, or Inuit perspective before listening to a debate on a related topic; refer to their own research to facilitate their understanding of an Elder’s oral teaching).

**Sample questions:** “How did your research on the worldview of this cultural group help you understand the speakers’ viewpoints in the debate?” “What questions could you prepare before listening to a news report about a protest by a First Nations, Métis, or Inuit group? Why is it helpful to identify key verbs used by journalists to describe actions the group is taking? Why is it important to ask if one perspective is being presented more favourably or in more detail than another in the report?”

**Demonstrating Understanding of Content**

**B2.4** identify important information and ideas in oral texts from and/or related to First Nations, Métis, or Inuit cultures, including increasingly complex or difficult texts (e.g., identify recurring themes in a variety of presentations on an issue related to First Nations, Métis, and/or Inuit cultures).

**Sample questions:** “What similar important ideas did the presentations make? What ideas did they disagree on?” “What theme(s) emerged from the presentations?”

**Interpreting Texts**

**B2.5** develop and explain interpretations of oral texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, using evidence from the text, including oral and visual cues, to support their interpretations (e.g., explain how a speaker’s use of non-verbal cues in a presentation about Canada’s shared history with First Nations, Métis, and Inuit peoples influenced their interpretation of the message).

**Sample questions:** “What information did the speaker’s tone of voice convey about his or her attitude to the topic? How did that influence your response to his or her message?”

**Extending Understanding of Texts**

**B2.6** extend their understanding of oral texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, by making effective connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them (e.g., compare and contrast the values expressed in a traditional oral teaching with their own
**Sample questions:** “In what ways did your own experience of learning another language or your heritage language help you understand the Elder’s report on the challenges of promoting the use of traditional languages in First Nations communities? What questions do you still have about the Elder’s main points that an Internet search might help you answer?”

**Analysing Texts**

**B2.7** Analyse oral texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, focusing on the ways in which they communicate information, themes, ideas, and issues and influence the listener's/viewer's response (e.g., determine what the stance, tone of voice, and language used by an Aboriginal Affairs critic during Question Period in the House of Commons communicate about his or her perspective on the topic under discussion)

**Sample questions:** “What figures of speech did the Official Opposition’s Aboriginal Affairs critic use? What do you think was the intended effect? Do you think the language was chosen primarily to influence the Minister and other MPs, visitors in the public gallery, the press, or the television audience for Question Period? What reasons can you give for your opinion?”

**Critical Literacy**

**B2.8** Analyse the perspectives and/or biases evident in oral texts about First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, and comment with growing understanding on any questions these perspectives may raise about beliefs, values, identity, and power (e.g., identify the perspective of a speaker discussing the impact of proposed government legislation on Aboriginal sovereignty and predict how people with different perspectives might react)

**Sample questions:** “What point of view is represented in this oral text? Is any important information omitted in order to sustain the point of view? Whose interests are served by this point of view?” “Whose voice is left out of this presentation? How can you find out about other perspectives?”

**Understanding Presentation Strategies**

**B2.9** Evaluate the effectiveness of a variety of presentation strategies used in oral texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, and suggest other strategies that could be used effectively (e.g., explain the effect of a First Nation leader’s change of tone when addressing a provincial premier; identify and assess the effectiveness of the strategies a politician used to establish respect in a speech to an Inuit community)

**Sample questions:** “How well does the organizational structure of the presentation support the group’s argument? What could they have done differently to improve their presentation?” “Which visual aid was the most effective at reinforcing the subject matter?”
B3. Speaking to Communicate

By the end of this course, students will:

**Purpose**

B3.1 orally communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives for a range of purposes, using language and following social codes appropriate for the intended purpose and audience (e.g., begin a presentation about local history by acknowledging the original people of the territory under discussion; provide examples of their life experiences when introducing themselves in a sharing circle)

**Sample question:** “How could you adapt a traditional oral text to present it to an audience of young children?”

**Interpersonal Speaking Strategies**

B3.2 demonstrate an understanding of a variety of interpersonal speaking strategies, and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences (e.g., contribute to and lead productive discussions; allow sufficient time in the audience-response portion of a presentation for differences of opinion to be expressed; use language that all participants will understand)

**Sample questions:** “What speaking strategies can you use to encourage other participants in a group to think about contentious issues in new ways?” “What strategies can you use to encourage other speakers to express their opinions openly?”

**Clarity and Coherence**

B3.3 communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience (e.g., select and use relevant information from research to support key points in a presentation; use a variety of examples to support an oral argument)

**Sample questions:** “How can you make transitions between key points that will ensure that your audience follows the argument in your group presentation?”

**Diction and Devices**

B3.4 use appropriate words, phrases, and terminology, and a variety of stylistic devices, to communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives effectively and to engage their intended audience (e.g., select words in a First Nations, Métis, or Inuit language or dialect that are relevant to the topic of a presentation, and pronounce them correctly; use metaphors and analogies to enhance meaning in a speech; use rhetorical questions to engage the audience and to spark small- or large-group discussions)
**Sample questions:** “Why is this metaphor suitable in this context?” “How could you change your diction to evoke the character in the role play more effectively?” “How can you effectively embed humour into your presentation?”

**Vocal Strategies**

**B3.5** identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them effectively and with sensitivity to audience needs and cultural differences (e.g., use a calm tone in a debate to maintain a non-adversarial atmosphere when opposing views are being expressed; adjust pitch and volume to ensure the audience can hear clearly; clearly enunciate words in a First Nation language to ensure that the audience understands)

**Sample questions:** “What vocal strategies would you use when addressing people whose first language is not English? What strategies would you use when addressing people who are hard of hearing?” “How can you determine the most appropriate vocal strategies to use in a speech welcoming a First Nation, Métis, or Inuit leader?”

**Non-Verbal Cues**

**B3.6** identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them effectively and with sensitivity to audience needs and cultural differences to help convey their meaning (e.g., maintain appropriate physical proximity when addressing a culturally diverse audience)

**Sample question:** “What background knowledge, context clues, and non-verbal cues enable you to determine what types of non-verbal communication are appropriate in a discussion with peers?”

**Audio-Visual Aids**

**B3.7** use a variety of audio-visual aids effectively to support and enhance oral presentations on subjects related to First Nations, Métis, and Inuit cultures, and to engage an audience (e.g., incorporate interactive elements into a presentation to encourage audience involvement; use visual materials to illustrate key points; use sound recordings of First Nations, Métis, or Inuit speakers to support a presentation on traditional languages)

**Sample question:** “How can you ensure that your audio-visual materials are a support rather than a distraction?”

**B4. Reflecting on Skills and Strategies**

By the end of this course, students will:

**Metacognition**

**B4.1** explain which of a variety of strategies they found most helpful before, during, and after listening to and speaking about texts from and/or related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser
strength in oral communication and identify steps they can take to improve their skills (e.g., explain how they adjust their participation strategies in culturally diverse groups; set specific goals for raising their current oral communication knowledge and skills, and keep a personal journal to monitor their progress)

**Sample questions:** “How did rehearsing the pronunciation of unfamiliar words help both you and your intended audience?” “What strategies do you see others using that you could adapt to strengthen your oral presentation skills?”

**Interconnected Skills**

**B4.2** identify a variety of skills they have in reading, writing, viewing, and representing, and explain how these skills help them interpret and discuss oral texts from and/or related to First Nations, Métis, and Inuit cultures more effectively (e.g., viewing muted videos of debates and interviews can help them improve their use of body language and facial expressions when speaking)

**Sample questions:** “How has the knowledge of cultural diversity you have gained from reading texts related to First Nations, Métis, and Inuit cultures made you a better listener?”

**C. READING AND LITERATURE STUDIES**

**OVERALL EXPECTATIONS**

By the end of this course, students will:

**C1. Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, and graphic texts from and/or related to First Nations, Métis, and Inuit cultures, using a range of strategies to construct meaning;

**C2. Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements in texts from and/or related to First Nations, Métis, and Inuit cultures, and demonstrate an understanding of how they help communicate meaning;

**C3. 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, areas for improvement, and the strategies they found most helpful before, during, and after reading texts from and/or related to First Nations, Métis, and Inuit cultures;

**C5. Contemporary First Nations, Métis, and Inuit Voices:** identify the contributions of individuals, organizations, initiatives, including technological initiatives, to the development of contemporary First Nations, Métis, and Inuit literature, and assess the social and cultural influence of those contributions.
SPECIFIC EXPECTATIONS

C1. Reading for Meaning

By the end of this course, students will:

**Variety of Texts**

**C1.1** read a variety of student- and teacher-selected texts from and/or related to diverse First Nations, Métis, and Inuit cultures and historical periods, identifying specific purposes for reading (e.g., to compare their own perspective on the topic with the perspective of the main character in a First Nations, Métis, or Inuit work of fiction; to identify ways in which elements such as the thesis statement, structure, and stylistic features in an essay on an issue related to First Nations, Métis, and/or Inuit communities can serve as a model for their own writing; to compare treatments of similar themes in texts from diverse First Nations cultures)

**Sample questions:** “What stylistic elements of the essay did you find effective? Why? How might you incorporate similar features into your own writing?” “What similarities did you find among the various creation stories you read? What were some differences?”

**Using Reading Comprehension Strategies**

**C1.2** select and use the most appropriate reading comprehension strategies to understand texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts (e.g., compare two or more accounts of an historical event, written from different perspectives, to identify gaps in information and assumptions about First Nations, Métis, and/or Inuit peoples in a text being read in class)

**Sample questions:** “How has your research on Métis life in the nineteenth century prepared you for reading the novel? What further information do you need in order to visualize the setting?”

**Demonstrating Understanding of Content**

**C1.3** identify the most important ideas and supporting details in texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts (e.g., outline the different definitions of sovereignty the poet explores; explain what the chapter titles reveal about the writer’s attitude to the events in the story)

**Sample question:** “What key facts in the story support the author’s interpretation of events?”

**Making Inferences**

**C1.4** make and explain inferences of increasing subtlety about texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts (e.g., explain how the narrative voice supports the text’s
message about the nature of social and spiritual relationships)

**Sample questions:** “What social perspective on First Nations, Métis, and/or Inuit identity is expressed in the text? What inferences can you make about the author as a result?”

**Extending Understanding of Texts**

**C1.5** extend understanding of texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and in other texts, their own knowledge, experience, and insights, and the world around them (e.g., compare how the beliefs and values of a fictional character shape his or her response to a crisis with their own probable reactions in similar circumstances; explain how their knowledge of First Nations, Métis, and/or Inuit traditions helped them recognize symbolic elements in the novel; compare the perspective expressed in an editorial on a current issue related to First Nations, Métis, and/or Inuit communities with the perspectives expressed in at least two other texts)

**Sample question:** “How does your knowledge of First Nations, Métis, and/or Inuit spirituality help you understand the narrative?”

**Analysing Texts**

**C1.6** analyse texts in terms of the information, themes, ideas, and issues they explore in relation to First Nations, Métis, and/or Inuit cultures to determine how various aspects of the texts contribute to the presentation or development of these elements (e.g., explain how the theme of spirit as a life force is reinforced through repetition, diction, and choice of images; trace the evolving moral or spiritual values of a character through the development of a story)

**Sample questions:** “How do the metaphors in this poem reinforce the ideas about identity the poem describes?” “How is the thesis of this essay supported by Elders’ teachings, academic storywork, and/or First Nations, Métis, and Inuit worldviews?”

**Evaluating Texts**

**C1.7** evaluate the effectiveness of texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, using evidence from the text to support their opinions (e.g., evaluate the effectiveness of a film adaptation of a text on the basis of specific criteria, such as authenticity of setting, psychological depth of portrayals of First Nations, Métis, and/or Inuit characters, and accuracy of cultural information)

**Sample questions:** “In what ways does the author’s use of dialogue reveal character more effectively than a third-person description could? What kinds of information can dialogue give that could not be readily conveyed through a third-person description? What information could a third-person description give that is not communicated through the dialogue?” “Was the use of flashback an effective way to explain the factors that influenced the central character’s choices? What other techniques could the author have used? Do you think they would have been
as effective? Why, or why not?”

**Critical Literacy**

**C1.8** identify and analyse the perspectives and/or biases evident in texts dealing with themes, ideas, and issues related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power (e.g., explain, on the basis of research, how the historical and/or cultural context of a novel accounts for the social attitudes expressed by its characters)

**Sample questions:** “What groups are most prominent in this historical account of colonization? What groups are marginalized or ignored completely? Why do you think this is?”

**C2. Understanding Form and Style**

By the end of this course, students will:

**Text Forms**

**C2.1** identify a variety of characteristics of literary, informational, and graphic text forms, and explain how they help communicate meaning or reflect a worldview in a variety of texts related to First Nations, Métis, and Inuit cultures (e.g., explain how the choice of narrator affects the tone and content of an historical narrative; describe the effect achieved by using a serious tone to describe an absurd situation in a parody)

**Sample questions:** “What ideas and themes are expressed by the various design elements in a wampum belt? Could all these ideas be conveyed in a written text? Why, or why not? What might be lost – or gained – by using a written form of expression?” “How does the choice of narrator in this text affect the reader’s perception of Métis perspectives on the subject matter?”

**Text Features**

**C2.2** identify a variety of features of texts from and/or related to First Nations, Métis, and Inuit cultures, and explain how they help communicate meaning or reflect a worldview (e.g., describe the type of information that captioned photographs add to a report on Inuit communities; explain how the layout or punctuation of a poem on the theme of First Nations spirituality adds to its meaning or emotional impact)

**Sample questions:** “How do the illustrations in this report enhance the information supplied by the text? What new ideas do they add?”

**Elements of Style**

**C2.3** identify a variety of elements of style in texts from and/or related to First Nations, Métis, and Inuit cultures, and explain how they help communicate meaning or reflect a worldview and enhance the effectiveness of the texts (e.g., explain how...
the use of first-person narrative in a novel enhances its theme about relationships with ancestral spirits; analyse how the diction used to describe First Nations, Métis, or Inuit individuals in a news report or characters in a poem or story affects the message)

**Sample questions:** “How does the use of alliteration help convey the main character’s feelings about the challenges he or she faces?” “How does the language the author uses to describe nature and the weather reflect or enhance the theme of the story?” “How does this infographic support the Inuit perspectives expressed in the text? Is it effective? Why, or why not?”

### C3. Reading with Fluency

By the end of this course, students will:

**Reading Familiar Words**

**C3.1** demonstrate an automatic understanding of most words in a variety of reading contexts related to First Nations, Métis, and Inuit cultures (e.g., read with understanding vocabulary used in grade-level texts in various subjects, words used figuratively in literary texts, and slang words used in fiction and non-fiction texts from or related to First Nations, Métis, and Inuit cultures)

**Sample Questions:** “How are the words ‘decolonization’ or ‘settler Canadian’ defined in the texts we are reading in this class?” “What are some concerns raised when we encounter the words ‘Indian’, ‘Indigenous’, and ‘Aboriginal’ in various text forms?”

**Sample questions:**

**Reading Unfamiliar Words**

**C3.2** use decoding strategies effectively to read and understand unfamiliar words, including words of increasing difficulty, in texts from and/or related to First Nations, Métis, and Inuit cultures (e.g., use an etymological dictionary to identify the original and evolving meanings of new words; use a glossary of literary terms to decode unfamiliar words encountered in literary criticism)

**Sample question:** “The dictionary provides several different meanings for this word. How can you use context to determine which meaning applies in this poem?”

**Developing Vocabulary**

**C3.3** use a variety of strategies, with increasing regularity, to explore and expand vocabulary, including vocabulary used to describe First Nations, Métis, and Inuit societies and customs in the texts they are reading and focusing on words that have a special meaning for First Nations, Métis, and Inuit peoples (e.g., nation, self-governance, sovereignty, nation identity, non-status, band, Indian, Aboriginal, indigenous, Haudenosaunee, Cree, Métis, minority group, special interest group)
Sample questions: “Why might the word ‘adopted’ be difficult for Inuit families to interpret? What aspects of Inuit tradition make the concepts of step-children and adopted children foreign to the culture?”

C4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

C4.1 explain which of a variety of strategies they found most helpful before, during, and after reading texts from and/or related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength as readers and identify the steps they can take to improve their skills (e.g., record their reflections about how often and how proficiently they use various reading strategies, and set targets for improving their use of strategies that have been less effective; confer with the teacher to develop new strategies for understanding more challenging texts)

Sample questions: “What pre-reading strategy did you use before starting your independent reading of the novel? Did it help you to make sense of the introduction? Why, or why not?” “How did the small-group discussions influence the predictions you made about the story?”

Interconnected Skills

C4.2 identify a variety of skills they have in listening, speaking, writing, viewing, and representing, and explain how these skills help them read texts from and/or related to First Nations, Métis, and Inuit cultures more effectively (e.g., their knowledge of how to structure a piece of writing can help them analyse the structure of a text they are reading)

Sample questions: “How did staging a debate about the book’s central argument help you understand the issues raised in it?” “How did viewing a video of life in northern Ontario for Cree families increase your understanding of Joseph Boyden’s works?”

C5. Contemporary First Nations, Métis, and Inuit Voices

By the end of this course, students will:

Influences on the Development of Contemporary Literature

C5.1 identify the contributions of diverse individuals (e.g., Thomas King, Lee Maracle, Kateri Akiwenzie-Damm), organizations (e.g., Canadian Publishers, Kegedonce Press, Ningwakwe Learning Press, Pemmican, GoodMinds, independent book stores, library associations), and initiatives (e.g., Kimiwanzine, Ánskohk Aboriginal Literature Festival, various book awards) to the development of contemporary First Nations, Métis, and Inuit literature
Sample questions: “How have Aboriginal publishing houses supported the emergence of new First Nations, Métis, and Inuit writers?” “What benefits does contemporary Canadian society receive from First Nations, Métis, and Inuit literature?”

Influence of Contemporary Literature
C5.2 assess the impact of contemporary Aboriginal literature on Canadian identity and/or heritage and as a social and cultural force in First Nations, Métis, and Inuit communities

Sample question: “What are some specific ways in which Basil Johnston’s works have contributed to linguistic and cultural revitalization in First Nations, Métis, and Inuit communities?”

Influence of Technology
C5.3 analyse the role of technology in helping promote the work of First Nations, Métis, and Inuit writers and publishers (e.g., describe key software applications that First Nations, Métis, and Inuit writers can use to reach a wider audience)

D. WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. Developing and Organizing Content: generate, gather, and organize ideas and information about topics related to First Nations, Métis, and Inuit cultures to write for an intended purpose and audience;
D2. 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;
D3. 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;
D4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages of writing texts on topics related to First Nations, Métis, and Inuit cultures.
SPECIFIC EXPECTATIONS

D1. Developing and Organizing Content

By the end of this course, students will:

Identifying Topic, Purpose, and Audience

D1.1 identify the topic, purpose, and audience for a variety of writing tasks on subjects related to First Nations, Métis, and Inuit cultures (e.g., an expository essay comparing the themes of two short stories or poems about family relationships in an Inuit community; a letter to the editor in response to a news story about urban life as experienced by First Nations teens)

Sample question: “Are you writing for teens like those in the news story that is your source or for a more general audience?”

Generating and Developing Ideas

D1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., use a graphic organizer to group ideas to help them determine the focus or key theme of an essay on symbolism in First Nations, Métis, and Inuit children’s stories; after obtaining permission, record ideas and questions during an Elder’s oral teaching to be followed up in a written report on the presentation)

Sample questions: “What questions would you like to investigate in preparing to write this essay?” “What have you identified as a possible thesis?”

Research

D1.3 locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., identify a range of sources that include material related to First Nations, Métis, and Inuit customs and concerns; use key word searches to locate information relevant to their topic)

Sample question: “What steps have you taken to ensure that you will be able to credit all research sources fully and accurately?”

Organizing Ideas

D1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing (e.g., reorganize the plot outline for a story to include a series of flashbacks; identify a pattern to guide their use of imagery in writing a poem; work in groups to sort and organize their ideas for writing a spoken-word story or poem, focusing on categories such as voice, power, and the depiction and/or exclusion of certain groups; use a graphic organizer to refine their ideas about a thesis or topic in preparation for writing a literary essay; determine the organizational pattern, such as chronological order, climactic order, or cause and effect, best suited to presenting ideas and information in an essay on a specific
Sample questions: “How will you determine the best pattern of imagery to use in your poem?” “How will you organize the information you have gathered for your essay to best develop your thesis?”

Reviewing Content

D1.5 determine whether the ideas and information gathered are accurate and complete, interesting, and effectively meet the requirements of the writing task (e.g., draft a variety of opening statements and read them aloud for peer group feedback about which one will engage readers most effectively)

Sample questions: “Which of the quotations you have collected are the most relevant to your analysis of this short story?” “Have you presented a variety of First Nations perspectives on your topic in order to ensure that your argument is complete and persuasive?” “Have you considered a Métis or Inuit perspective on your topic?”

D2. Using Knowledge of Form and Style

By the end of this course, students will:

Form

D2.1 write for different purposes and audiences using a variety of literary, informational, and graphic forms (e.g., a report comparing the responses of classmates, classified by gender, to a graphic novel studied in class; a narrative poem for peers, based on a short story about cultural identity; a film critique for a First Nation community newspaper; descriptive paragraphs that will form part of a public relations campaign to raise the profile of First Nations, Métis, and Inuit course offerings; the text of a speech for a peer running for student trustee; an opinion piece about the effect of racist, sexist, or culturally inappropriate language on readers)

Sample question: “What text form will you use to present the findings of a survey comparing the political priorities of urban and on-reserve First Nations, Métis, and Inuit individuals?”

Voice

D2.2 establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing (e.g., incorporate colloquialisms or dialect from the relevant First Nations, Métis, or Inuit language into dialogue to give a character authenticity in a short story; use an authoritative tone in a persuasive essay on the necessity of bilateral negotiations between First Nations, Métis, or Inuit governments and various levels of government in Canada)
Sample questions: “How can you convey the emotions of a character who has been confronted by a false accusation? What words might this character use?” “How can you project an authoritative tone in this persuasive essay on nation-to-nation negotiations?”

Diction
D2.3 use appropriate descriptive and evocative words, phrases, and expressions imaginatively to make their writing clear, vivid, and interesting for their intended audience (e.g., use a variety of literary devices appropriately in a poem; use evocative words and phrases accurately and effectively in describing their response to a text, object, or person; use precise words and clear, straightforward sentences to present information and to answer questions in informational texts)

Sample questions: “Where in your essay could you state an idea more clearly or precisely? Where might you add descriptive details?” “How do the literary devices you have used in your poem help engage your readers?” “What words might you choose to convey respect for the interconnectedness of creation?”

Sentence Craft and Fluency
D2.4 write complete sentences that communicate their meaning clearly and effectively, skilfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas (e.g., use coordination and subordination, as appropriate, to emphasize ideas and enhance the readability of sentences; repeat sentences of the same structure to provide rhetorical emphasis)

Sample questions: “Where in your text might you vary the length of the sentences? What effect would that have on the reader?” “How have you ensured that the transition from one idea to the next is logical?”

Critical Literacy
D2.5 explain, with increasing insight, how their own beliefs, values, and experiences are revealed in their writing, and how these may either reflect or conflict with a First Nation, Métis, or Inuit worldview (e.g., determine whether the ideas in their writing and the language they use to express them are inclusive and non-discriminatory, and explain how they checked for bias; explain how their description of a specific event reveals their values, even if these values are not stated explicitly)

Sample questions: “Does your description of this character present her in a good light or a bad one? How well does that reflect your intention?” “What attitudes and values are revealed in this piece of informational writing, even though you have not expressed them explicitly?”

Revision
D2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies (e.g., add precise and appropriate transitional words and phrases to more clearly show the logical
relationship between ideas in an argument or position paper; change the order in which types of imagery occur in a poem to heighten the emotional impact)

**Sample questions:** “What details in your poem might detract from the overall impression you are trying to achieve?” “How could you reorganize this poem so that it will appeal more strongly to your readers’ emotions?” “How can you reorder the ideas in your opening paragraph to ensure that the core message about First Nations, Métis, or Inuit perspectives is clearly and energetically stated?”

**Producing Drafts**
**D2.7** produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)

**Sample questions:** “If you were to cut your essay into its separate paragraphs and mix the paragraphs up, would you be able to determine the original order? What does that reveal about the logic of your argument?” “What other organizational pattern could you have used in this essay to prove your thesis?”

**D3. Applying Knowledge of Conventions**

By the end of this course, students will:

**Spelling**
**D3.1** use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to identify and correct their own and others’ spelling errors (e.g., select and use print and electronic spelling resources judiciously, demonstrating awareness of variant spellings, such as U.S. spellings; distinguish between homonyms when editing a peer’s writing; use irregular spellings for effect in an advertisement aimed at a teenaged audience; use electronic dictionaries to check spelling regularly and without prompting; identify words that they regularly misspell and implement appropriate strategies to avoid repeating the errors)

**Sample questions:** “What steps can you take to remember the correct spelling of that word and avoid repeating the error in the future?” “Where have you seen irregular spellings used on purpose? Why do you suppose they were used in those cases?”

**Vocabulary**
**D3.2** build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose (e.g., consult specialized dictionaries and relevant websites to identify appropriate, current terminology to use in referring to various cultural groups in Canada; incorporate specialized terminology appropriate to the topic in an essay on an issue related to First Nations, Métis, or Inuit cultures)
**Sample questions:** “How could you explore other ways of wording this idea? What resources could you consult?” “What other texts could you read to expand the vocabulary you use to write about this topic?” “Are the words you have used in this description likely to be familiar to your audience? If not, what other words might you select?”

**Punctuation**

**D3.3** use punctuation correctly and effectively to communicate their intended meaning (e.g., use commas correctly to separate words, phrases, and clauses; correctly introduce and punctuate both short and long quotations in the body of an essay, properly setting off block quotations; use semicolons where appropriate to create balance and parallelism in sentences with two or more clauses)

**Sample questions:** “How do you know when to run a quotation into the text and when to set it off as a block? What is the accepted way to set off a quotation?”

**Grammar**

**D3.4** use grammar conventions correctly and appropriately to communicate their intended meaning clearly and effectively (e.g., use a variety of sentence structures correctly to communicate complex ideas; use coordination and subordination correctly and appropriately; use parallelism and balance to aid clarity; use pronoun case, number, and person correctly; use verb tenses correctly for reported dialogue; use active and passive voice appropriately for the purpose and audience; use unconventional grammar for effect)

**Sample questions:** “How would you rewrite this series of sentences to create parallel structure?” “In general, your consistent use of the active voice to persuade readers of your point of view is appropriate and effective, but where in your essay might you use the passive voice effectively?”

**Proofreading**

**D3.5** regularly proofread and correct their writing (e.g., ask peers to check their drafts for errors in spelling, vocabulary, punctuation, and grammar, then consult print and electronic resources to confirm the accuracy of the feedback they receive and make corrections where necessary; use the Track Changes function in their word-processing program when entering proofreading changes, and keep a file of these corrections for future reference)

**Sample questions:** “What steps can you take to confirm that peer feedback is accurate and appropriate?” “How can the Track Changes tool be of help in the writing process?”

**Publishing**

**D3.6** use a variety of presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to heighten its appeal and effectiveness for their audience (e.g., select an appropriate format for a letter they are writing to the editor of a specific newspaper; choose design features that will appeal to an audience of their peers in
creating a blog)

**Sample questions:** “Who is the audience for your blog? How does your choice of design features and layout reflect that audience?”

**Producing Finished Works**
**D3.**7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations (*e.g.*, *adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions*)

**Sample questions:** “How might incorporating some quotations into your poetry critique help your readers understand your point of view? Where would they be most effective?”

**D4. Reflecting on Skills and Strategies**

By the end of this course, students will:

**Metacognition**
**D4.1** explain which of a variety of strategies they found most helpful before, during, and after writing texts on topics related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength as writers and identify the steps they can take to improve their skills (*e.g.*, *evaluate different ways of organizing research and identify the most appropriate use for each; share with peers a strategy or technique that they have found helpful in writing effective introductions and conclusions; assess their approach to editing and proofreading their work, and make changes where necessary*)

**Sample questions:** “How did peer editing improve the quality of a recent piece of your writing?” “What have you observed about similarities and differences in your writing process for different text forms?” “Name one aspect of your writing that you have strengthened this semester, and one aspect that needs more attention. How did you improve in the first area? What will you do to improve in the other area?”

**Interconnected Skills**
**D4.2** identify a variety of skills they have in listening, speaking, reading, viewing, and representing, and explain how these skills help them write texts on topics related to First Nations, Métis, and Inuit cultures more effectively (*e.g.*, *reading widely can help them discover new models for their own writing; listening to speeches and oral teachings can help them improve their essay writing and narrative writing*)

**Sample questions:** “What new ideas have you found in this selection of essays that you could apply to the way you might begin your own essay?”
Portfolio
D4.3 select a variety of types of writing that express themes, ideas, and perspectives explored in this course and that they think most clearly reflect their growth and competence as writers, and explain the reasons for their choice (e.g., select a finished piece of writing for a class anthology of creative writing, and explain why they think it is a good example of their work; select a finished piece of writing that caused them frustration to produce, and explain the problems they encountered and how they attempted to resolve them, and select another finished piece that shows their growth as a writer, and explain how and where it shows improvement)

Sample questions: “What pieces of your writing represent the style of writing you prefer or the text form you feel most comfortable writing? Explain why.” “Do you see yourself as a stronger creative writer or technical writer? To what do you attribute this strength?”

E. MEDIA STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

E1. Understanding Media Texts: demonstrate an understanding of a variety of media texts from and/or related to First Nations, Métis, and Inuit cultures;
E2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning in the context of First Nations, Métis, and Inuit cultures;
E3. Creating Media Texts: create a variety of media texts on topics related to First Nations, Métis, and Inuit cultures, for different purposes and audiences, using appropriate forms, conventions, and techniques;
E4. 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 topics related to First Nations, Métis, and Inuit cultures;
E5. Contemporary First Nations, Métis, and Inuit Voices: identify the contributions of diverse individuals, organizations, and initiatives, including technological initiatives, to the development and production of contemporary First Nations, Métis, and Inuit media texts and assess the social and cultural influence of those contributions.
SPECIFIC EXPECTATIONS

E1. Understanding Media Texts

By the end of this course, students will:

Purpose and Audience
E1.1 explain how media texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, are created to suit particular purposes and audiences (e.g., describe how differences in the story coverage of a national news program and the Aboriginal Peoples Television Network [APTN] reflect the priorities and interests of their respective target audiences)

Sample questions: “Why do you think some news items about First Nations, Métis, and/or Inuit people feature traditional dress and rituals while others do not?” “Whose interests are served by this news item? In your opinion, why was this text produced?” “What is the likely purpose of a museum website showing mainly historical rather than contemporary images of First Nations, Métis, and Inuit cultures? Who is the primary audience?”

Interpreting Messages
E1.2 interpret media texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, identifying and explaining the overt and implied messages they convey (e.g., explain how the perspective of and audience for a news item on First Nations, Métis, or Inuit housing statistics are revealed in the footage used to support key facts; identify implied messages about government legislation and Aboriginal people in an on-line broadcast by a major Canadian news network)

Sample question: “What societal values or beliefs do you think are revealed by the on-line news coverage of this controversial issue related to First Nation, Métis, or Inuit communities?”

Evaluating Texts
E1.3 evaluate how effectively information, themes, ideas, issues, and opinions are communicated in media texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose (e.g., determine whether a televised press conference about an initiative to improve health services to First Nations, Métis, and Inuit communities effectively communicated all the information needed by the target audience; determine the relative effectiveness, in a documentary about stereotyping, of interviews with experts such as sociologists and interviews with First Nations, Métis, and Inuit youth about their personal experiences on college and university campuses)

Sample questions: “In what ways might a virtual museum exhibition focused on traditional customs and past achievements both help and hinder First Nations, Métis, and Inuit efforts to realize contemporary aspirations?” “In your opinion, what
Aboriginal Peoples Television Network programming has changed Canadian attitudes about First Nations, Métis, or Inuit people the most? In what ways has it altered these perspectives?

**Audience Responses**

E1.4 explain why the same media text might prompt different responses from different audiences (e.g., why a First Nation, Métis, or Inuit war veteran and a youth from the same community might have different reactions to the Canadian flag and/or the nation flag representing their home community; why non-Aboriginal sports fans and First Nations people might respond differently to a team mascot embodying an Aboriginal stereotype)

**Sample questions:** “Why might some people be offended by a news broadcast that suggested wrongdoing by the Crown in its dealings with First Nations, Métis, and Inuit peoples? Why might a First Nation, Métis, or Inuit activist find such a broadcast refreshing?”

**Critical Literacy**

E1.5 identify the perspectives and/or biases evident in media texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power (e.g., identify First Nations, Métis, or Inuit archetypes and/or stereotypes portrayed in a film, and explain how they are used to confirm or contradict the audience’s expectations about plot or character; assess the realism or lack of realism in the depiction of a First Nation, Métis, or Inuit character in a mainstream television sitcom or drama)

**Sample questions:** “Were you expecting this character to be ‘good’ or ‘bad’? Why? What prior experiences informed your predictions about the character?”

**Production Perspectives**

E1.6 explain how production, marketing, financing, distribution, and legal/regulatory factors influence the First Nations, Métis, and Inuit media industry. (e.g., identify some consequences of new technologies on copyright protection for Aboriginal media creators)

**Sample questions:** “What considerations drove the decision to establish the Aboriginal Peoples Television Network?” “What are some marketing factors that hinder the distribution of media texts intended for First Nations, Métis, and Inuit audiences? How is technology being used to address this challenge?”
E2. Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

Form
E2.1 identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning in the context of First Nations, Métis, and Inuit cultures (e.g., regional news feeds offered on the Aboriginal Peoples Television Network website foster awareness of both the diversity and the shared perspectives of First Nations, Métis, and Inuit communities across the country; clothing bearing nation-affiliated symbols and/or incorporating traditional designs allows wearers to express cultural identity)

Sample questions: “What characteristics of the Internet make it a good vehicle to promote and support the revitalization of traditional languages in First Nations, Métis, and Inuit communities?” “How has clothing been used historically and how is it used in contemporary contexts to convey messages related to First Nations, Métis, and Inuit cultural perspectives?”

Conventions and Techniques
E2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience in the context of First Nations, Métis, and Inuit cultures (e.g., the use of links to similar or related content on a First Nations website invites and facilitates further exploration of a topic; the integration of elements of traditional music into songs by contemporary First Nations, Métis, and Inuit musicians expresses resistance to colonialism)

Sample questions: “What elements of traditional music did you hear in modern rock artists Eagle and Hawks’s songs in their Mother Earth c.d.? What message do you think they conveyed, and what was your emotional response?”

E3. Creating Media Texts

By the end of this course, students will:

Purpose and Audience
E3.1 describe the topic, purpose, and audience for media texts they plan to create on subjects related to First Nations, Métis, and/or Inuit cultures (e.g., a documentary designed to interest a teenaged audience in exploring media forms by showcasing First Nations, Métis, and/or Inuit artists who are using new technologies), and identify significant challenges they may face in achieving their purpose

Sample questions: “Who is the audience for your radio program about First Nations, Métis, and Inuit musicians? What is the purpose of broadcasting these contributions to the music industry? What copyright issues will you need to address before choosing the music examples to include in your program? How might it be
helpful to approach some of the musicians you want to showcase?” “What challenges might you face in creating an advertisement to be broadcast during a sporting event? What are some techniques you could use to overcome these challenges?”

**Form**

**E3.2** select a media form to suit the topic, purpose, and audience for a media text they plan to create on a subject related to First Nations, Métis, and/or Inuit cultures, and explain why it is a highly appropriate choice (*e.g.*, *explain why an interview with a cultural resource person from the local community is a good way to promote an upcoming school event focusing on Métis culture*)

**Sample question:** “Why might you find a social media advertisement more effective than other communication methods to promote clothing designs that reflect First Nations, Métis, and/or Inuit influences?”

**Conventions and Techniques**

**E3.3** identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help communicate a specific aspect of their intended meaning effectively (*e.g.*, *a ticker tape banner on their website will include features such as news, weather, and sports updates*)

**Sample questions:** “Which visual and audio techniques will you select in the presentation software to make the transition from one image to the next in your digital photographic essay? How will that help convey your message?”

**Producing Media Texts**

**E3.4** produce media texts, including increasingly complex texts, on topics related to First Nations, Métis, and/or Inuit cultures, for a variety of purposes and audiences, using appropriate forms, conventions, and techniques (*e.g.*, *a blog to share views about First Nations, Métis, and Inuit art works; a video to document the evolution of the Aboriginal music industry in Canada*)

**Sample question:** “Why might a photo-sharing site be a good way to celebrate the diversity of art forms produced in a local Ojibwe community?”

**E4. Reflecting on Skills and Strategies**

By the end of this course, students will:

**Metacognition**

**E4.1** explain which of a variety of strategies they found most helpful in interpreting and creating media texts on topics related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength as media interpreters and producers and identify the steps they can take to improve their skills (*e.g.*, *identify successful and less successful examples of interpretive and creative tasks they carried out, describe the strategies they used, and explain*
which strategies worked well and what they would do differently another time in each case)

**Sample questions:** “What insights did your strategy of recording the frequency and type of First Nations, Métis, and Inuit content on two different media outlets for several days give you into the way the two outlets shaped content and created meaning? How has the strategy influenced your approach to interpreting media productions?” “How helpful did you find peer feedback when you were making a shortlist of photos to use in your collage? How might you modify the strategy for another project? When, or in what way, might such a strategy be counterproductive?”

**Interconnected Skills**  
**E4.2** identify a variety of skills they have in listening, speaking, reading, and writing, and explain how these skills help them interpret and create media texts on topics related to First Nations, Métis, and Inuit cultures more effectively (e.g., analysing journalists’ critiques of a government response to an Inuit concern can help them develop the structure and content of an online petition related to the issue)

**Sample question:** “How did your listening and speaking skills help you develop a short video about Métis families in urban settings?”

**E5. Contemporary First Nations, Métis, and Inuit Voices**

By the end of this course, students will:

**Influences on Media Production**  
**E5.1** identify the contributions of diverse individuals (e.g., Jeff Barnaby, Carla Robinson, Nina Wilson, Jessica Gordon, Sheelah McLean, Sylvia McAdam, Chief Dan George), organizations (e.g., National Film Board of Canada, TVOntario, Aboriginal Peoples Television Network), and initiatives (e.g., the IdleNoMore movement; college programs in Aboriginal visual and media arts; Aboriginal-focused television programs, films, and documentaries’ the partnership program between SAY Magazine and NationTalk newswire provides access to First Nations, Métis, and Inuit content across media platforms) to the development and dissemination of contemporary First Nations, Métis, and Inuit media texts in Canada

**Sample questions:** “What recent videos and films have been made by First Nations, Métis, or Inuit directors and producers? What types of support do Aboriginal distribution and production companies provide to them? What are some examples of such companies?”

**Influence of Media Production**  
**E5.2** assess the impact of contemporary First Nations, Métis, and Inuit media texts on Canadian identity and/or heritage and as a social and cultural force in First Nations, Métis, and Inuit communities
Sample questions: “What are some examples of First Nations, Métis, and Inuit media texts that have changed perceptions in Canada of the lives of contemporary First Nations, Métis, and Inuit individuals? What are some specific changes that have resulted from their dissemination?”

Influence of Technology

E5.3 analyse the role of technology in helping promote the work of First Nations, Métis, and Inuit media creators (e.g., with reference to the use social media to disseminate media texts reflecting Aboriginal perspectives on issues that affect First Nations, Métis, and Inuit communities and individuals; accessible and affordable technology and media platforms; the expansion of Internet services to remote and rural Aboriginal communities)