



## CSSC Mercier - English First Peoples - Grade 11/12

### **Unit 1: Who defines us? How do we define ourselves?**

*Key questions:*

How is our sense of self formed? What are the influential factors that help shape our sense of self?

How do our family and community affect how we define who we are?

What is meant by “authentic” First Peoples’ voices?

How can we determine whether a text is authentic?

How are First Peoples often represented in popular culture?

Why is authentic First Peoples’ voice necessary?

How can creating an authentic text help foster justice?

*Key texts:* Short fiction and film excerpts

*Summative assessment:* Learning journal entries, essay (grade 11/12)

### **Unit 2: First Peoples’ Oral Traditions**

*Key questions:*

What are First Peoples’ Oral Traditions?

What purposes do oral traditions serve?

What are the relationships between the oral tradition, oral history, and the land?

How do stories by First Peoples writers reveal/respond to some of the shared experiences of First Peoples?

*Key texts:* oral stories and short films; interviews with community members

*Summative Assessment:* Learning journal entries, interview assignment/presentation (grade 11)

### **Unit 3: Understanding Character**

*Key questions:*

What factors influence development of identity?

How can an examination of character development in stories influence my understanding of who I am?

*Key text:* *Monkey Beach* by Eden Robinson (grade 11 and 12) *Keeper’n Me* by Wagamese (grade 12)

*Summative Assessment:* Literary essay (grade 11) comparative literary essay (grade 12)



#### **Unit 4: Steps toward Reconciliation - Understanding Residential Schools through Text**

*Key Questions:*

How have Indian Residential Schools affected First Peoples in Canada, and how does their legacy continue to affect Canada today?

Why is it important for all Canadians to be a part of reconciliation?

How can all Canadians be part of the process of reconciliation?

*Key texts:* *Rabbit Proof Fence*, non-fiction and graphic novels on Canadian residential schooling

*Summative Assessment:* Learning journal entries; student-designed reconciliation project (grade 11 and 12)

#### **Unit 5: What Creates Family?**

*Key questions:*

What does “family” mean?

How is the sense of family created?

How is family depicted in First Peoples texts?

*Key texts:* *Whale Rider*, Literature circle novel options

*Summative assessment:* Learning journal entries, literature circle portfolio (grade 11 and 12)

#### **Unit 6: Digital Trickster: The Complex Interaction of New Media and First Peoples**

*Key Questions:*

What effects can new digital media have on First Peoples’ cultures?

How do we navigate the differences between cultural appreciation and cultural appropriation with respect to First Peoples’ cultures?

How do increased digital media potentially impact opportunities for self-representation in, and misrepresentation of, Indigenous cultures?

How can social media and digital technologies be used to support cultural resistance and political advocacy for First Peoples?

*Key Texts:* non-fiction articles, music and other media texts

*Summative assessment:* Student-created media text (grade 11 and 12)