

REQUIREMENTS AND GRADUATION CREDITS

English 10, 11 and 12 First Peoples are provincial courses available for students to satisfy the English Language Arts Graduation Program requirements. These courses are the academic equivalents of English 10, 11 and 12.

GRADUATION PROGRAM EXAMINATION

- **English 12 First Peoples** has a Graduation Program examination worth 40% of the final course mark.
- **English 10 First Peoples** has a Graduation Program examination worth 20% of the final course mark.

PROVINCIAL SCHOLARSHIPS

The English 12 First Peoples examination is one of the examinations that can be used towards eligibility for a Provincial Scholarship.

TIME LINES

English 12 First Peoples:

- Implementation September 2008

English 10 & 11 First Peoples:

- Implementation September 2010
- English 10 First Peoples Provincial Examinations beginning January 2011

For more information, contact

Karmen Brillon

Coordinator, Curriculum and Standards
FNESC
karmenb@fnesc.ca

Anne Hill

Curriculum Coordinator
Ministry of Education, Aboriginal Education
Enhancements Branch
Anne.Hill@gov.bc.ca

Valerie Collins

Exam Coordinator (EFP 12)
Ministry of Education, Classroom and Provincial
Assessment
Valerie.A.Collins@gov.bc.ca

Markus Baer

Exam Coordinator (EFP 10)
Ministry of Education, Classroom and Provincial
Assessment
Markus.Baer@gov.bc.ca



English 10, 11 & 12 First Peoples

English First Peoples is intended for both Aboriginal and non-Aboriginal teachers and students. It represents an invitation to all learners to explore and discover First Peoples' worldviews through the study of literary, informational and media text with local, Canadian and international First Peoples' content.



RATIONALE

English 10, 11 and 12 First Peoples provides opportunities for all students to:

- engage with First Peoples’ creative expression
- enter the worlds of First Peoples provincially, nationally, and internationally.

These courses focus on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text—including oral story, speech, poetry, dramatic work, dance, song, film, and prose (non-fiction and fiction).

English 10, 11 and 12 First Peoples are the academic equivalent of English 10, 11 and 12. Students will develop the English language and literacy skills and capacities they must have in order to meet British Columbia’s graduation requirements.

KEY FEATURES OF THE COURSES

One key feature of the courses is the focus on texts that present authentic First Peoples’ voices (i.e., historical or contemporary texts created by or with First Peoples). The emphasis on authenticity is also reflected in the recognition that important and distinctive genres of First Peoples’ expression must be included in the range of texts studied (e.g., oratory, creation stories, current/contemporary oral stories, trickster/transformer stories, masks).

Another key feature of the courses is the recurrence of central themes such as identity and the significance of colonization. The courses will reflect an understanding of the fact that creative expression, including a people’s language and literature, informs identity in incalculable ways.

Oral Texts and Oral Tradition

While an emphasis on oral language is a significant aspect of the entire BC English Language Arts curriculum from K–12, the emphasis on oral texts is particularly important in English First Peoples. The maintenance of oral tradition is considered critical in virtually all First Peoples’ cultures, and effective implementation of English 10, 11 and 12 First Peoples will include a study of oral tradition and will allow students to directly experience oral texts. In this way, students will come to fully appreciate the significance of a living oral tradition.

First Peoples’ Worldviews

An effective implementation of English 10, 11 and 12 First Peoples will draw attention to recurring themes that are characteristically part of the worldview of many First Peoples such as:

- connection with the land and environment
- the nature and place of spirituality as an aspect of wisdom in First Peoples’ cultures
- the nature of knowledge—who holds it, what knowledge is valued
- the role of Elders
- the relationships between individual, family, and community
- the importance of the oral tradition
- the experience of colonization and decolonization (e.g., residential schools, the land question)
- humour and its role in First Peoples’ cultures.

First Peoples’ Pedagogy

An effective implementation of English 10, 11 and 12 First Peoples will allow students to experience texts through reliance on a pedagogy that is commonly used within many First Peoples’ cultures. Features of this approach include:

- a commitment to learner-centredness
- a focus on experiential learning
- an emphasis on awareness of self and others in equal measure
- a recognition of the value of group process
- an adoption of a recursive approach to texts
- a support for varied forms of representation

A Variety of Perspectives

While the focus in English First Peoples will be primarily on First Peoples’ voices from British Columbia, students will also have an opportunity to study texts that reflect First Peoples’ perspectives from elsewhere in Canada and throughout the world. Students will come to recognize the diversity that exists among First Peoples.

In addition, students will encounter texts that address male and female roles, race, racism, social status, interpretations of “wealth” and “poverty,” violence, sexuality, and sexual orientation, including “two-spiritedness”—aspects of First Peoples’ lived realities.

Because the ownership and knowledge of many authentic oral texts lies exclusively within local First Peoples’ communities, an effective implementation of English 10, 11 and 12 First Peoples will involve the establishment of connections between the classroom and First Peoples’ communities or organizations.