

## Harbord C.I. NBE3U1 - Understanding Contemporary FNMI Voices

Teacher: Garner-Pringle	Credit Value: <b>1 credit</b>
Email: adrienne.garner-pringle@tdsb.on.ca	Prerequisite: <b>Grade 10 English</b>
School Phone: <b>416-393-1650 x 20090</b>	Course Dates: Feb 2025-June 2025
Google Class Code:	

### COURSE GOALS

In this course you will explore the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures. 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.

### NBE3U EVALUATION OUTLINE

*\*Changes to weightings / assignments may occur during the semester in response to student interest and needs*

<b>Term Work = 70%</b>	
Quizzes 4%	Teachers give small quizzes to review important course content & skills.
Podcast and Reflecting on the Oral Tradition 8%	You will learn about interviewing, listening and editing techniques by analyzing different podcasts. You will learn about the importance of the Oral Tradition to FNMI Peoples. You will create your own podcast and reflect on the connection between your podcast and class learning.
Writing Portfolio 10%	You will complete 10 - 15 in-class journal entries. The first one will be personal. All others will be in response to a course text. You will select a few pieces to develop into a good copy. Your good copy will detail how your craft and content was influenced by contemporary FNMI voices.
Literature Circles 20%	You will discuss two books with peers, and be evaluated on your knowledge and thinking about the book. You will also be evaluated on your discussion skills, note-taking and compositions.
Research Essay 10%	You will write a research essay exploring different perspectives of FNMI Peoples on a particular issue. You will reflect on craft techniques that are used.
Independent Reading 10%	You will connect your independent reading to course content: personal identity, personal connections, critical thinking and learning.
Concept Test 8%	You will apply concepts learned in class when analyzing a media piece.
<b>Culminating Work = 30%</b>	You will select an independent experience. You will write an essay on how course learning related to your experience. You will share your learning in a gallery format.

## LEARNING SKILLS

Students' learning skills are evaluated on report cards using letters: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement

Responsibility	<ul style="list-style-type: none"><li>• brings necessary materials to class, including independent reading</li><li>• respects due dates or communicates in advance regarding extensions</li><li>• arrives to class on time and attends regularly</li></ul>
Organization	<ul style="list-style-type: none"><li>• consistently maintains reading notes and writing portfolio</li><li>• uses an organizational tool for time management and completion of tasks</li><li>• binder and digital files are labelled and organized for easy access</li></ul>
Independent Work	<ul style="list-style-type: none"><li>• independently monitors, assesses and revises plans to meet task completion goals and timelines</li><li>• productively uses independent work time in class</li></ul>
Collaboration	<ul style="list-style-type: none"><li>• creates a space where everyone has voice and shares work in a group</li><li>• responds positively to the ideas, opinions, values and traditions of others</li><li>• builds healthy peer-to-peer relationships</li></ul>
Initiative	<ul style="list-style-type: none"><li>• takes creative risks</li><li>• demonstrates intellectual curiosity</li><li>• shares new ideas and suggestions with the class</li></ul>
Self-regulation	<ul style="list-style-type: none"><li>• assesses and reflects critically on strengths, areas for growth and achievement of goals</li><li>• perseveres and seeks support when faced with challenges</li></ul>

## ACADEMIC HONESTY

Take pride in your work and write with integrity. Remember, teachers are here to help you. Check in if you are confused or overwhelmed. Assignments that copy ideas and words from elsewhere without adequate citation may receive a zero. **If a student heavily mimics the ideas, line of thought, wording or sentence structure that is generated by AI, they will receive a zero.** Parents / guardians and vice-principals will be contacted. Turnitin.com, Google Originality Reports and the Revisionist extension will be used to deter plagiarism throughout the course. **It is essential that students always use the same Google Doc (from start to finish) when writing an assignment and it must be submitted as a Google Doc.**

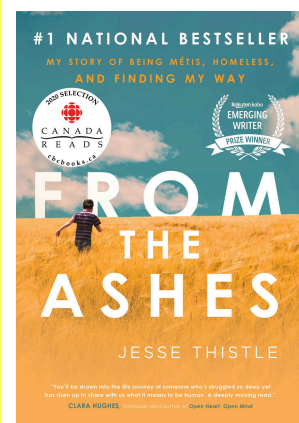
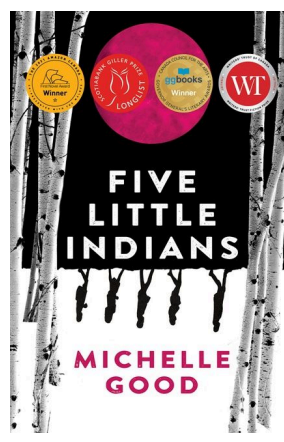
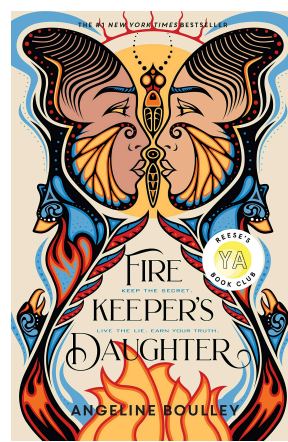
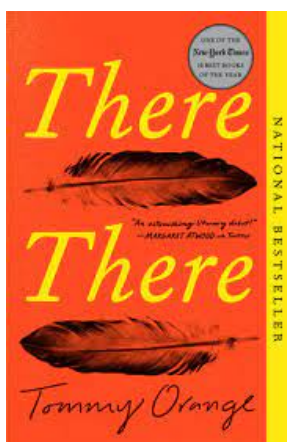
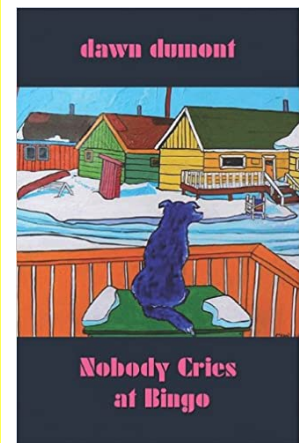
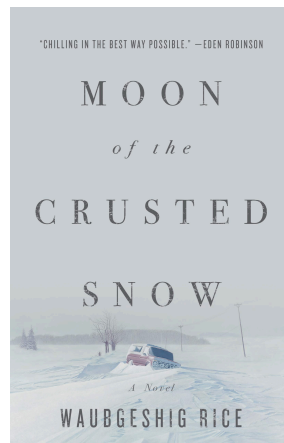
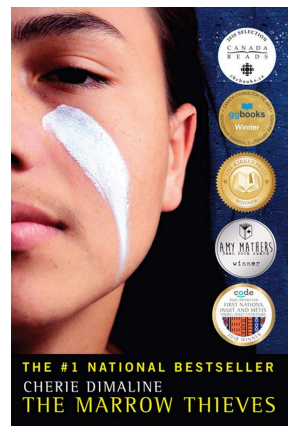
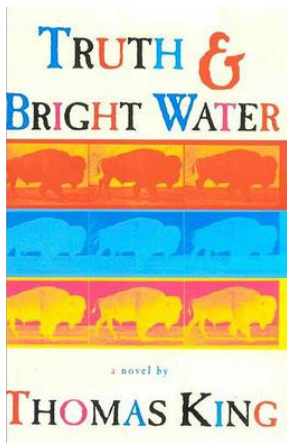
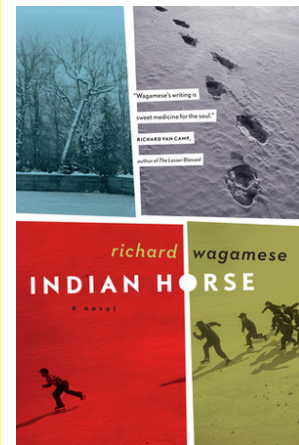
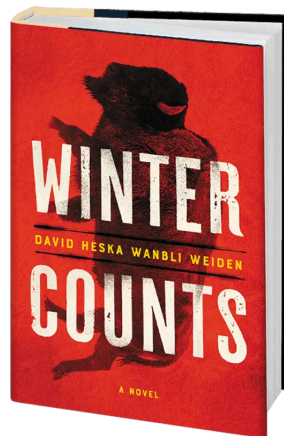
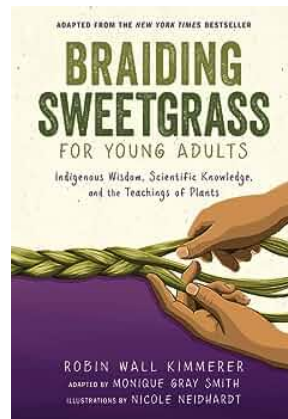
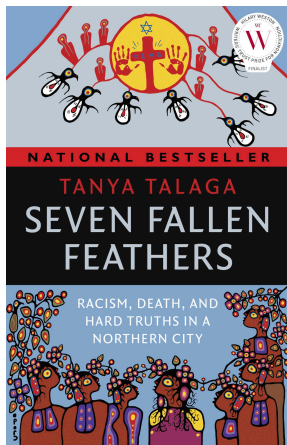
## ONLINE CODE OF CONDUCT

Students are expected to comply with the [TDSB's Code of Online Conduct](#).

## Text Selection

Teacher-selected texts will include excerpts from historical and cultural texts, oral storytellers, orators, media videos, novels, articles, poetry, infographics, films, podcasts, music, art images, social platforms and essays.

Students will select texts for literature circles. The following are some examples of choices:



### **Confidentiality**

Some students choose to write about personal issues in their lives, and I am happy that students take the opportunity to write about experiences that are meaningful to them. If a student's writing gives me reason to believe that they are at risk of self harm or at risk of harming others, I have the legal responsibility to share this information with the school social worker, parents and, sometimes, the police. If a student's writing leads me to suspect that abuse, domestic violence or neglect may be occurring in their household, I have a duty to report that to a children's aid society, the school social worker, principals and/or the police. Outside of these situations, I will not share the content of your writing with parents, peers or staff members without your permission.

### **Email Etiquette**

Generally, it is best to discuss questions about the class in person. If you are uncomfortable talking in person and choose to write an email, I will strive to reply to your emails promptly, though please do not expect me to reply to your emails on weekends or on evenings. I will appreciate it if you use the schedule send function to write to me during regular working hours. I need to dedicate this time to my family. Also, if you have questions regarding a mark, I prefer to discuss this in person.

### **Assignment Extensions**

If you anticipate that it will be hard to hand an assignment in on time, contact me in person before the due date so that we can map out a plan for timely completion. I will only accept email extension requests if parents have called in a reason for your absence. Otherwise, there will be a 5% deduction for late assignments. For each assignment, I will give an ultimate deadline. If your submission is not in by that deadline, it will receive a zero.