



NBE 3U1

Understanding Contemporary First Nations, Métis, and Inuit Voices

Course Outline

Fall 2026

Course Description:

This course explores 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 in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self governance, students will analyze the changing use of text forms by Indigenous authors/ creators from various periods and cultures in expressing ideas related to these themes. Students will also 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.

Course Evaluation:

A student's final course mark is based on their **most recent, most consistent demonstration of their learning**. Learning tasks assess the curriculum expectations (the content standards) in accordance with the achievement chart categories and performance standards as noted in *Growing Success*. The course's final mark is derived as follows: Term work is 65%, attendance and participation is 10%, and the examination is 25%.

A live grade book will be shared with each student; this document will track each of the expectations and the associated achievement chart levels the student has earned on each product, conversation, or observation

Assessment:

Assessment will be based on both the **curriculum expectations** and the **achievement chart categories**. The curriculum expectations are “the knowledge and skills students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated” (*Growing Success* 16).

Achievement Chart Categories (Performance Standards of *Growing Success*):

The achievement chart categories comprise a “framework within which to assess and evaluate student achievement of the expectations” (*Growing Success* 16). This framework will be reflected on rubrics, checklists, and other assessment tools. The framework is as follows:

- **Knowledge and Understanding**: subject-specific content acquired in each course (knowledge) and the comprehension of its meaning and significance (understanding)
- **Thinking**: the use of critical and creative thinking skills and/or processes
- **Communication**: the conveying of meaning through various forms
- **Application**: the use of knowledge and skills to make connections within and between various contexts

Assessment for and as Learning:

Throughout the course, the teacher will provide students with feedback that is intended to improve learning outcomes. This feedback will be based on conversations, observations, and products. Students will also be asked to reflect on their own learning, set goals, and monitor their progress in the course.

Accommodations:

Teachers use strategies and evaluation procedures that include accommodations to meet the needs of exceptional students as outlined in their Individual Education Plan (I.E.P.)

UNITS

Time Frame	Unit 1: Introduction and Building Context
	<u>Big Ideas:</u> • This unit provides an overview of NBE 3U1, its Learning Management System (LMS), and digital tools • Use MLA and Indigenous style formatting for our writing tasks • Understand what reconciliation entails and the role NBE 3U1 plays in that process <u>Learning Goals: We are learning to . . .</u> • Navigate the course's Learning Management System(s) (LMS) • Use Google Workspace to create written work, revise our ideas, and collaborate with peers • Understand the assessment procedures used in NBE 3U1 • Use digital tools to interact with peers and the teacher • Format written work using MLA and Indigenous style conventions • Reflect on our role in the reconciliation process <u>Success Criteria: Students will be successful when they can . . .</u> • Navigate D2L • Understand the course expectations for demonstrating their learning • Use digital tools to introduce themselves to peers and the teacher • Format their writing in the MLA and Indigenous styles manuscript formats • Respond to background information on colonization and reconciliation <u>Content:</u> • <i>People of the Kattawapiskak River, Colonization Road</i>, and other documentaries • Land Acknowledgment, The Indian Act, TRC Calls to Action, UNDRIP, and background articles/videos • Selections from Tanya Talaga's <i>Seven Fallen Feathers</i> <u>Assessments:</u> • D2L orientation task • A digital introduction • An MLA quiz • A written response to background materials

	• A marked discussion on background materials • An infographic summarizing background materials
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Time Frame	<u>Unit 2: Short Texts</u>
	<u>Big Ideas:</u> • Critically read, analyze and interpret short texts <u>Learning Goals: We are learning to . . .</u> • Use reading comprehension strategies to understand a short text • Identify important ideas and supporting details in a short text • Extend understanding of a short text by making connections, including personal applications • Critically analyze a short text for meaning, issues and themes • Identify and analyze the perspective/biases evident in a short text • Create a media text to demonstrate one's understanding of a short text • Use speaking skills and strategies appropriately to communicate one's ideas • Communicate one's ideas orally and in the written form in a clear, coherent manner <u>Success Criteria: Students will be successful when they can . . .</u> • Demonstrate their knowledge of a short text through an examination of its literary elements • Use quoted and paraphrased material to support their arguments and interpretations of a short text • Interpret the significance of quotations from a short text • Examine and interpret a short text through a lens/perspective to enhance meaning • Create a media text, using appropriate forms and techniques, to demonstrate their learning • Express ideas to peers and the classroom teacher in a clear and coherent way, both orally and online <u>Content:</u> • Short texts written by Indigenous Canadian authors <u>Assessments:</u> • Students will have some choice in how they demonstrate their learning. Assessments might include an essay, a group discussion, a media product, a presentation, a conversation with the teacher, or a test

Time Frame	<u>Units 3 and 4: Literature Circles</u>
	<u>Big Ideas:</u> • Critically read, analyze and interpret a novel <u>Learning Goals:</u> We are learning to . . . • Use reading comprehension strategies to understand a novel • Identify important ideas and supporting details in a novel • Extend understanding of a novel by making connections, including personal applications • Critically analyze a novel for meaning, issues and themes • Identify and analyze the perspective/biases evident in a novel • Create a media text to demonstrate one's understanding of a novel • Use speaking skills and strategies appropriately to communicate one's ideas • Communicate one's ideas orally and in the written form in a clear, coherent manner <u>Success Criteria:</u> Students will be successful when they can . . . • Demonstrate their knowledge of a novel through an examination of its literary elements • Use quoted and paraphrased material to support their arguments and interpretations of a novel • Interpret the significance of quotations from a novel • Examine and interpret a novel through a lens/perspective to enhance meaning • Create a media text, using appropriate forms and techniques, to demonstrate their learning • Express ideas to peers and the classroom teacher in a clear and coherent way, both orally and online <u>Content:</u> • <i>The Break</i> by Katherena Vermette, <i>Jonny Appleseed</i> by Joshua Whitehead, <i>Medicine Walk</i> by Richard Wagamese, <i>Monkey Beach</i> and <i>Son of a Trickster</i> by Eden Robinson, <i>Moon of the Crusted Snow</i> by Waubgeshig Rice, <i>Motorcycles and Sweetgrass</i> by Drew Hayden Taylor, <i>There There</i> by Tommy Orange, and more. <u>Assessments:</u>

	Students will have some choice in how they demonstrate their learning. Assessments might include an essay, group discussions/literature circle contributions, a media product, a presentation, a conversation with the teacher, or a unit test
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Time Frame	<u>Unit 5: Short Docs</u>
	<u>Big Ideas:</u> - Critically read, analyze and interpret a short docs <u>Learning Goals: We are learning to . . .</u> - Use reading comprehension strategies to understand short docs - Identify important ideas and supporting details in short docs - Extend understanding of a short text by making connections, including personal applications - Critically analyze a short text for meaning, issues and themes - Identify and analyze the perspective/biases evident in short docs - Create a media text to demonstrate one's understanding of short docs - Use speaking skills and strategies appropriately to communicate one's ideas - Communicate one's ideas orally and in the written form in a clear, coherent manner <u>Success Criteria: Students will be successful when they can . . .</u> - Demonstrate their knowledge of a short text through an examination of its literary elements - Use quoted and paraphrased material to support their arguments and interpretations of short docs - Interpret the significance of quotations from short docs - Examine and interpret a short text through a lens/perspective to enhance meaning - Create a media text, using appropriate forms and techniques, to demonstrate their learning - Express ideas to peers and the classroom teacher in a clear and coherent way, both orally and online <u>Content:</u> - Short docs created by Indigenous Canadians <u>Assessments:</u>

	Students will have some choice in how they demonstrate their learning. Assessments might include an essay, a media product, a presentation, or a conversation with the teacher
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Time Frame	<u>Unit 6: Poetry</u>
	<u>Big Ideas:</u> - Read poetry for meaning and analyze its form and style - Understand how poetry serves as a vehicle to discuss issues of power, marginalization, prejudice, colonization, reconciliation, and identity <u>Learning Goals: We are learning to . . .</u> - Understand what a poet is saying about his/her experiences and how he/she says it - Provide a close, text-supported reading of poetry - Make inferences - Analyze elements of poetry (figurative language, tone, and structure) - Create a media text to demonstrate one's understanding of one or more poems - Use speaking skills and strategies to communicate one's ideas with peers and the classroom teacher - Communicate one's ideas orally and in the written form in a clear, coherent manner <u>Success Criteria: Students will be successful when they can . . .</u> - Use quoted and paraphrased material to support their arguments and interpretations of texts - Decode, understand and explain language - Identify and explain the purpose of literary devices - Create a media text, using appropriate forms and techniques, to demonstrate their learning - Express their ideas to peers and the classroom teacher in a clear and coherent way, both orally and in written tasks <u>Content:</u> - Selected contemporary poems written by Indigenous Canadians such as Jeannette Armstrong, Rita Joe, Katherena Vermette, etc. <u>Assessments:</u>

	Students will have some choice in how they demonstrate their learning. Assessments might include an essay, a group discussion, a media product, a presentation, a conversation with the teacher, or a test
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Time Frame	Exam - 25%
	<u>Big Ideas:</u> - Consolidating our NBE 3U1 learning <u>Success Criteria</u> - Write an on-demand response using essay-writing conventions taught in the course - Use specific knowledge of student-selected texts to answer an essay question

Types of assessments:

Assessments will comprise three types (noted above): **Products (P)**, **Conversations (c)**, and **Observations (O)**

Mark Breakdown	
Term Work – 65% Attendance and Participation – 10% Exam – 25%	
Overall Curriculum Expectations	
Writing	Media Studies
D1. Organization Developing and Organizing Content: - generate, gather, and organize ideas and information to write for an intended purpose and audience; D2. Style 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. Grammar Applying Knowledge of Conventions: - use editing, proofreading, and publishing skills, 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.	E1. Interpreting Media Content Understanding Media Texts: - demonstrate an understanding of a variety of media texts; E2. Understanding Media Techniques Understanding Media Forms and Conventions: - identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; E3. Creating Media Creating Media Texts: - create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; E4. Reflecting on Skills and Strategies: - reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful. E5. First Nations, Métis, and Inuit Voices in Contemporary Media: - identify various contributions of individuals, organizations, and initiatives, including technological initiatives, to the development of contemporary First Nations, Métis, and Inuit media production, analysing the social and cultural influence of those contributions and the role of media literacy.

Reading and Literature Studies	Oral Communication
C1. Understanding Content Reading for Meaning: • read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning; C2. Understanding Text Features Understanding Form and Style: • recognize a variety of text forms, features, and stylistic elements and demonstrate an understanding of how they help communicate meaning; C3. Reading Fluency and Building Vocabulary 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. C5. First Nations, Métis, and Inuit Voices in Contemporary Literature: • identify various contributions of individuals, organizations, and initiatives, including technological initiatives, to the development of contemporary First Nations, Métis, and Inuit literature, and analyse the social and cultural influence of those contributions.	B1. Oral Tradition • demonstrate an understanding of text forms, figures, and practices associated with the oral traditions of First Nations, Métis, and Inuit cultures, explaining how these traditions communicate meaning and how they are used in contemporary communities, and demonstrate the use of culturally appropriate listening practices B2. Listening Listening to Understand: • listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; B3. Speaking Speaking to Communicate: • use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; 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.
Exploring, Deconstructing, and Reconstructing	
A1. Exploring • explore themes related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in text forms created in Canada, formulating questions and comparing perspectives to stimulate a well-reasoned exchange of ideas about these topics. A2. Deconstructing • demonstrate an understanding of how representations of First Nations, Métis, and Inuit individuals, communities, and cultures in text forms created in Canada are influenced by perspectives related to or shaped by historical period, cultural background, and social and political conditions and events, including perspectives related to gender and the role of women. A3. Reconstructing • demonstrate an understanding of the role of contemporary and historical text forms created in Canada in representing the diversity of First Nations, Métis, and Inuit lives, cultures, and world views, and assess the impact on Canadian society of efforts to challenge colonialist views and incomplete or inaccurate representations.	

Attendance and Participation:

Attendance is recorded through PowerSchool's tracking system. Excused absences need to be reported to the office

Level 4 (80% to 100%)

The student **misses 0.0% to 2.5% of classes for unexcused absences** (approximately 2 or fewer classes per semester).

The student **consistently**:

- participates in class discussions and contributes ideas
- asks relevant questions
- respects the contributions of others and demonstrates positive leadership
- contributes to fostering a positive classroom culture

Level 3 (70% to 79%)

The student **misses 2.5% to 5 % of classes for unexcused absences** (approximately 2.5 to 4.5 classes per semester).

The student **generally**:

- participates in class discussions and contributes some ideas
- asks relevant questions
- respects the contributions of others
- contributes to fostering a positive classroom culture

Level 2 (60% to 69%)

The student **misses 5% to 7.5 % of classes for unexcused absences** (approximately 5 to 7 classes per semester).

The student **occasionally**:

- participates in class discussions and sometimes contributes ideas
- asks relevant questions
- respects the contributions of others
- contributes to fostering a positive classroom culture

Level 1 (50% to 59%)

The student **misses 7.5% to 10% of classes for unexcused absences** (approximately 7.5 to 9 classes per semester).

The student **infrequently**:

- participates in class discussions and rarely contributes ideas
- asks relevant questions
- respects the contributions of others
- contributes to fostering a positive classroom culture

Below level 1 (less than 50%)

The student **misses more than 10% of classes for unexcused absences** (more than 9 classes per semester).

The student **does not**:

- participate in class discussions or contribute ideas
- ask relevant questions
- respect the contributions of others
- contribute to fostering a positive classroom culture

Late Assignments:

- Deadlines will be reasonable, attainable, and clearly published with sufficient lead-in time. It is the student's responsibility to complete all tasks by the due date.
- **If a student requires additional time to complete an assignment or learning task, they should speak to the teacher as soon as possible.** Reasonable requests for an extension will be considered as long as the granting of the extension does not compromise the integrity of the learning task, and the student is able to explain how the additional time will help them better demonstrate their learning. Students might be asked to show evidence of their efforts to date (notes, first draft of a paper, outline, etc.) before an extension will be granted.
- If you will be absent for an assessment – **school or illness-related** – it is your responsibility to let the teacher know as soon as possible. **“Absent-excused” in school-based attendance-tracking is insufficient information.** Failure to notify the teacher as soon as *reasonably possible* may result in ineligibility to complete the task. An email the day of the assessment for a school-based absence is not acceptable. **Please make arrangements with the teacher in advance of planned absences.**
- **If the student is absent on an assessment date due to illness, they must provide a dated excuse of absence** (e.g., parent/guardian communication) in order to submit the assignment or write a missed test on the date of return. At the teacher's discretion, the student may be able to negotiate a new date for the missed test or assignment. **Please provide this information prior to the start of the missed period where possible.**
- If a student did not make arrangements for an extension prior to the due date and needs to submit an assignment late, they should speak to the teacher as soon as possible to discuss their individual circumstances and determine whether an alternative opportunity to demonstrate learning can be provided.
- **Where late work is accepted, it will be at the teacher's discretion** – based on the specifics of the learning task, the student's individual circumstances, and whether or not the task has been assessed and returned to others.
- **Late work that is accepted for credit will not necessarily receive detailed descriptive feedback.**

Artificial Intelligence (A.I)

ChatGPT, Microsoft Copilot, Google Gemini and other generative AI tools such as Quillbot are considered unauthorized aids in this course. **Without explicit permission from the teacher, the use of such tools for any part of an assignment or learning task will be treated the same as other forms of cheating.** Note that Grammarly and other writing software such as LanguageTool are not approved DDSB technology. Their use in the course violates our Acceptable Use Policy, while also constituting AI use in certain instances.

Academic Integrity

Cheating is the use of unauthorized materials, items or devices to gain an unfair advantage in school work. Cheating includes copying another's work, allowing one's work to be copied by another, submitting an assignment in multiple classes, or using AI such as ChatGPT to create part or all of one's assignment.

Students who cheat on their course work by using AI or otherwise intentionally violate academic integrity policies will receive a Level R-- on the assignment.

Plagiarism is defined as the use of the thoughts or ideas of someone else by a student without crediting the source. Use of part or all of any other person's book, essay, magazine article, chart, drawing, diagram or any other piece of work in an assignment without proper acknowledgement is plagiarizing. Submitting an assignment written by anyone else or presenting information taken from the internet as one's own is plagiarizing.

Where a student is found to be plagiarizing, a Level R-- will be assigned to the course work.

Cellphone Policy

The use of cellphones/personal mobile devices is prohibited in classrooms as per the [Ontario Ministry of Education's PPM 128](#). (DDSB Statement on the policy – [here](#)). If a student brings a personal mobile device to school, it must be **out of sight** and silenced for the duration of the instructional period (bell to bell).

- The student is responsible for their personal mobile device, how they use it and the consequences of not following the Ministry of Education's policy on personal mobile device use.
- Please speak with your teacher if you wish to use a non DDSB-issued laptop in place of your Chromebook, or if you have medical accommodations that need to be met through a digital device.
- If the educator sees a cellphone or an unapproved personal mobile device that is not stored out of view, the device must be handed in for the instructional period and the device must be placed, by the student, in a storage area in a location in the classroom designated by the educator.
- If the student does not hand in their device when required, they will be sent to the office where consequences up to and including suspension will be considered ([consistent with PPM 145](#)).

Speaking Tasks

One Vivas and/or presentation is required in the course. There are also selected seminars, tutorials, and table talks. [This document](#) explains the speaking tasks.

Essays

Two essays are required in this course. If you write more than two essays, your top two papers will count for your final course mark. One essay is required before the midterm. **Essays will be written in class**