**English 10A**

The overall themes of ELA 10 are foundational stories, worldview, and social agency. The first unit or theme is *The Challenges of Life (Explaining the World through our Foundational Stories)*. It has the following inquiry questions:

* What do foundational stories teach us about life’s challenges?
* How do foundational stories equip us for life?
* What are some of the challenges and struggles that have shaped society?
* What are the important decisions we will have to make in our lifetime?
* What are the consequences of making informed and uninformed decisions?

**Outcome: CR A10.1**

**Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:**

* **identity (e.g., Foundational Stories);**
* **social responsibility (e.g., Destiny and Challenges of Life); and**
* **social action (agency) (e.g., Human Existence).**
1. View, listen to, read, and respond to First Nations and Métis resources and other texts that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, language, social structures, and decision making).
2. Identify connections between self, texts, and culture.
3. Develop understanding and interpretations of a variety of texts by drawing upon personal experiences and prior knowledge of texts and language.
4. Comprehend key ideas and supporting details (both explicit and implicit), and determine their literal and implied meaning.
5. Identify and evaluate effectiveness of text organization and elements.
6. Respond thoughtfully and critically to text providing support from text to justify response.
7. Generate significant and thought-provoking questions about what is viewed, listened to, and read.
8. Respond personally and critically to individuals, events, and ideas presented in a variety of First Nations, Métis, and other Canadian and international texts.
9. Generate relevant questions about texts on issues related to identity, social responsibility, and social action (agency).
10. Discuss ways in which texts convey, challenge, or support and affirm individual and community values and behaviours.

**Before Going to Brightwater**

Read traditional and contemporary non-fiction and fiction with themes related to environmentalism and place. Co-construct criteria for finding clues about identity, communities, and values in text that you read. If possible, read traditional stories from local Indigenous Nations like *Kookam is my Teacher* or oral narratives.

**During Your Brightwater Visit**

At Brightwater, your students might have an opportunity to listen to a traditional story or Traditional Knowledge Keeper share information about Indigenous land use or caring for Mother Earth. They can collectively generate questions related to the identity, social responsibility, and social agency of the people whose story it is. As the teacher, you’ll want to describe how the text conveys the values of that community relative to the land. The Traditional Knowledge Keeper can make explicit connects between local land and personal identity and beliefs.

In addition, your students could explore the land with guides that connect the landscape to local traditions and culture.

**After Your Visit**

Read contemporary events re First Nations and Métis connected to the land in various news sites. Protests about environmental issues and treaty rights are excellent examples on non-fiction your class might read to “Respond personally and critically to individuals, events, and ideas presented in a variety of First Nations, Métis, and other Canadian and international texts.”

**Good sources include:**

* CBC Archives <http://www.cbc.ca/archives/teachers/>
* Current Indigenous news stories <http://www.cbc.ca/news/indigenous>
* Collection of online traditional stories <https://www.collectionscanada.gc.ca/stories/020020-4002-e.html>