English FP 12 Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ First Contact Season 2

Worth: /20 Marks

This assignment is meant to reflect on both what you learned in this course **AND** the First Contact Series.

**Some things we covered in this course that might help with this assignment**

-Thomas King’s The Truth About Stories: “You’ll Never Believe What Happened is Always a Good Way To Start”

-Rose narration of the story local story “How Food Was Given” at En’owkin

-TED Talk “The Danger of a Single Story”

-Your Novel

-Hike on the game farm with Anona

-Sienna’s Story

-The videos/articles we read before the series.

-The movie Smoke Signals, Indian Horse or The Grizzlies

**Directions:**

1. Watch each episode of First Contact Season Two and all the videos that accompany it (they help explain in more depth some of the issues you will see in that episode).
2. Complete each blog assignment and attend the Teams Meeting discussion

**Then, choose one of the following summative projects:**

1. Write a letter or a create a vlog addressed to **ONE** level of the government expressing your concerns about the issues facing Indigenous people in Canada that you learned from this course and First Contact and any questions that you might have for them. Focus on between two to four issues in depth.

You could write to:

**Mayor:** John Vassilaki **MLA:** Dan Ashton **MP:** Richard Canning **Premier:** John Horgan **PM:** Justin Trudeau

1. **OR** Write a letter or create a vlog to APTN (Aboriginal Persons Television Network) or the producers of the show talking about the impact this series and this class has had on you
2. **OR** Write a letter to a character in the show letting them know what you thought of their role the series, any advice you would have for them moving forward, any questions you have or anything in the show you were shocked or inspired by.

**Whatever assignment you choose, you must include both what you have learned in this course and in First Contact**

**Assessment Criteria**

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| --- | --- | --- | --- | --- |
| **Criteria** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| *Creates* a **letter or video that is clear, organized, engaging and persuasive** | Attempts a **basic** letter or video that is limited in depth and/or not visually appealing or engaging. | Provides a **beginner** level project. Topic or question would benefit from being narrowed down or more clearly articulated. Evidence of some *creativity*. | Provides a **compelling** letter or video. Project looks professional with clear, easy to follow arguments.  Evidence of considerable effort and *creativity*. | Provides an **insightful** final project that could be showcased in a portfolio for College or University or be shared at an Exit Interview. Demonstrates a high degree of professionalism, creativity, and pride in work. |
| *Shares* thoughts or feelings about **social justice issues raised in First Contact** | Begins to demonstrate **initial** *discussion* of social justice issues raised in First Contact. | Demonstrates **basic** *discussion* of social justice issues raised in First Contact. | Demonstrates **sufficient** *discussion* of social justice issues raised in First Contact. | Demonstrates **comprehensive** *discussion* of social justice issues raised in First Contact. |
| *Demonstrates* **connections to issues and texts discussed in English FP 12** | Little to no **attempts** to consider topics and text studied in English FP 12. Little to no evidence provided. | **Partially** considers one of the topics or texts discussed in English FP. Incomplete understanding of the topics/texts | **Thoughtfully** discusses two or more texts or topics approached in English FP. | Provides an **in-depth** and insightful analysis of many of the topics and/or texts discussed in English FP. Provides **comprehensive** evidence and analysis. |
| *Conventions*  Letter or video is polished, edited and professional looking. | Disorganized, rushed and unprofessional looking. Many mistakes in conventions. |  | Professional, organized, polished and edited. May have a few mistakes in conventions | Professional, organized, polished and edited. Few, if any mistakes in conventions. |
| **Comments:**  (Student or Teacher) |  | | | |
| *Overall evaluation:*  *(check one)* | ***Emerging*** 1-2 | ***Developing*** 3-4 | ***Proficient*** 5-6 | ***Extending*** 7-8 |
|  | *The student demonstrates an* ***initial understanding*** *of the concepts and competencies associated with learning outcomes.*  “I learn best with help. I’m starting to get it.” | *The student demonstrates a* ***partial understanding*** *of the concepts and competencies associated with learning outcomes.*    “I am beginning to do more and more on my own. I want to keep working on this. “ | *The student demonstrates a* ***complete understanding*** *of the concepts and competencies associated with learning outcomes.*    “I can do this on my own. I feel confident to share out.” | *The student demonstrates an* ***extended/deep understanding*** *of the concepts and competencies associated with learning outcomes.*    “I can teach it to a friend.  I can transfer the learning to other subjects and areas of life.” |