# NBE3U Course Outline

**English: Understanding Contemporary First Nations, Métis and Inuit Voices, Grade 11, University Preparation**

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| **Course** | English: Understanding Contemporary First Nations, Métis and Inuit Voices, Grade 11, University Preparation (NBE3U) |
| **Credit** | 1 credit (110 hours) |
| **Prerequisite** | Grade 10 English, Academic or Applied |
| **Curriculum** | The Ontario Curriculum, Grades 9 to 12: First Nations, Métis, and Inuit Studies (2019) |
| **Teacher** | **[Your name]** |
| **Contact** | **[School email]** · **[Room]** · **[Extra help: days and times]** |
| **School and semester** | **[School name], [Semester and year]** |

Words in blue brackets are for the teacher to fill in. Everything else can be edited too.

## About this course

This course counts as your Grade 11 compulsory English credit. You'll read, listen to and analyse texts by First Nations, Métis and Inuit writers and creators, past and present, and explore identity, relationships, sovereignty and self-determination through literature, oral traditions and media.

**How you'll learn:** You'll read, write, speak, listen and create media every week. Most classes mix a short lesson, discussion and time to practise, with feedback before anything is marked.

## Units

| # | Unit | Big question | Length | Major task |
|---|---|---|---|---|
| 1 | **Where We Stand** | *Whose land are we on, who are the peoples connected to it, and how should we listen to their voices?* | Ongoing | A “Where We Stand” research brief (land, Nations, treaty, an Indigenous-led organization and a course inquiry question), plus an inquiry roundtable |

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| # | Unit | Big question | Length | Major task |
|---|---|---|---|---|
| 2 | **Behind the Image** | *Who has shaped the image of First Nations, Métis and Inuit peoples in Canada, and what does that image hide?* | Ongoing | A representation analysis essay, plus a “deconstruct and reconstruct” media presentation that answers a stereotype with the work of an Indigenous creator |
| 3 | **Writing Back** | *How did Indigenous writers use English, print and the stage to answer the settler readers who misrepresented them?* | Ongoing | A comparative literary essay on how two writers write back, plus a “then and now” seminar connecting a historical writer to a contemporary creator |
| 4 | **Living Words** | *How do oral traditions carry knowledge, law and identity, and what has it taken to keep them alive?* | Ongoing | A researched presentation or podcast on an oral tradition practice or revitalization effort, using Indigenous-led sources, plus a listening journal and reflection |
| 5 | **Stories Now** | *What are First Nations, Métis and Inuit writers doing with stories now, and how is their work changing Canada?* | Ongoing | A literature circle seminar, plus a polished literary essay on the circle novel |
| 6 | **Signal and Story** | *What changes when First Nations, Métis and Inuit people hold the camera, the microphone and the network?* | Ongoing | A “spotlight” media text on a contemporary First Nations, Métis or Inuit creator or initiative, plus a production log and reflection |
| 7 | **Independent study, culminating task and final exam** | *How do I show everything I've learned this semester?* | Ongoing | Independent study (ISU) |

The order and timing may change to fit the school calendar.

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## How your mark is calculated

| Part | What it includes | Weight |
|---|---|---|
| Unit tasks | The summative task at the end of each unit | 50% |
| Culminating task | Independent study (ISU) | 15% |
| **Classroom work** | Evaluations throughout the course | **65%** |
| **Final exam** | A written exam in the school's exam period (NBE3U requires a 25% written exam) | **25%** |
| **Attendance and participation** | Whole course, on the Ministry's scale (below) | **10%** |

Ontario's requirements for Grades 11 and 12 (September 2026): 65% classroom work, 25% final evaluation and 10% attendance and participation. Your classroom mark is based on your most consistent, more recent work. Practice work, exit tickets, quizzes and drafts are for feedback (assessment for and as learning) and don't count toward your mark.

### Attendance and participation (10%)

| Level | Unexcused absences | About (per semester) | Participation |
|---|---|---|---|
| Level 4 (80–100%) | 0 to 2.5% of classes | 2 or fewer | Consistently participates: comes prepared, asks relevant questions, respects others and contributes to a positive classroom |
| Level 3 (70–79%) | 2.5 to 5% | 2.5 to 4.5 | Generally meets these criteria |
| Level 2 (60–69%) | 5 to 7.5% | 5 to 7 | Occasionally meets these criteria |
| Level 1 (50–59%) | 7.5 to 10% | 7.5 to 9 | Infrequently meets these criteria |
| Below Level 1 (under 50%) | More than 10% | More than 9 | Does not meet these criteria |

A summary of the Ministry's scale. Excused absences (illness, unavoidable circumstances such as bad weather, and approved absences such as cultural and holy days) do not lower the mark. Record attendance and participation the way your board requires.

Source: Ontario Ministry of Education, Growing Success, mandatory assessment and evaluation requirements for Grades 9 to 12 (September 2026). Check ontario.ca and your board's procedures before the semester starts.

## What the levels mean

| Level | Percent | What it means |
|---|---|---|
| 4 | 80–100% | A high degree of skill and knowledge, beyond the provincial standard |
| 3 | 70–79% | Considerable skill and knowledge: the provincial standard |
| 2 | 60–69% | Some skill and knowledge, approaching the standard |

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| Level | Percent | What it means |
|---|---|---|
| 1 | 50–59% | Limited skill and knowledge, below the standard |
| R | Below 50% | Not enough evidence yet: extra help and a plan are needed |

Every task is marked in four categories of the achievement chart: Knowledge and Understanding, Thinking, Communication, and Application.

## Learning skills and work habits

Your report card also shows six learning skills, rated E (excellent), G (good), S (satisfactory) or N (needs improvement). They are reported separately and don't change your mark.

| | |
|---|---|
| Responsibility | Meets deadlines, keeps commitments and takes responsibility for your own behaviour |
| Organization | Plans your work, manages your time and keeps track of materials |
| Independent work | Stays on task, follows instructions and uses class time well |
| Collaboration | Works well with others, shares ideas and respects different views |
| Initiative | Looks for new ideas, takes risks in learning and asks questions |
| Self-regulation | Sets goals, monitors your progress and asks for help when you need it |

## Expectations in this class

- **Your own work.** Submit work that is your own and credit every source. Use AI tools only when and how your teacher says, and follow the school's academic integrity policy. Work that isn't your own will be redone under supervision and may be reported.
- **Deadlines.** Talk to your teacher before a deadline if you need more time. Late and missed work follows the school's policy: **[add your school's policy]**.
- **Missed evaluations.** If you miss a test or presentation, see your teacher on your first day back to arrange another time. Excused absences don't lower your attendance mark.
- **Support.** Accommodations in an Individual Education Plan (IEP) and supports for English language learners apply to every task. Ask for extra help early.
- **What to bring.** **[Notebook or binder, pens, a charged device if your school allows]**

## Signatures

I have read this outline and understand how this course works.

Student: _____ Date: _____

Parent or guardian: _____ Date: _____

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