NBE3U Day-by-Day Schedule

English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation (NBE3U). 88 class periods of 75 minutes, plus the final evaluation in the exam period. Day numbers, not dates, so it fits any school calendar.

How to use it

Buffer lessons: use any review lesson, or one of your own, on flex days. Use one on any flex day, the day before a holiday, after an assembly or with a supply teacher; each covers specific expectations named in its plan.

Teach the units in order, or move whole units to suit your school. There is no built-in flex day: if you need one for assemblies, PD days, catch-up or a guest visit arranged through your board, combine the two Unit 7 review lessons (Course Review Stations and Practice and Conferences).

Independent study: teach Unit 7, Lesson 1 (Choose Your Book) early, in week 2 or 3, so students read all semester; it is listed in the closing weeks below only to keep the unit together. The check-ins, essay workshop, seminar, review and reflection lessons close the course.

Time Units 1 and 3 with care around the National Day for Truth and Reconciliation (September 30) and National Indigenous Peoples Day (June 21). Review the course with your board's Indigenous education lead before teaching, and arrange Elder, Knowledge Keeper or Métis Senator visits through board protocol well ahead.

The schedule

Day	Unit	Lesson	Expectations	Task
1	Unit 1: Where We Stand	**Lesson 1: First Words**	B1.4, B2.2, B3.2, C1.1	
2	Unit 1: Where We Stand	**Lesson 2: Naming Matters**	A3.2, A1.3, D1.1	
3	Unit 1: Where We Stand	**Lesson 3: Three Peoples, Many Nations**	A1.3, C1.1, D1.2	
4	Unit 1: Where We Stand	**Lesson 4: Whose Land?**	A1.4, A1.5, D1.2, B3.1	
5	Unit 1: Where We Stand	**Lesson 5: What Counts as a Text?**	A1.1, A1.6, B2.1	
6	Unit 1: Where We Stand	**Lesson 6: Two Rows**	A1.4, A1.2, A1.6	
7	Unit 1: Where We Stand	**Lesson 7: Asking Better Questions**	A1.2, D1.1, D1.2	
8	Unit 1: Where We Stand	**Lesson 8: The Names We Carry**	A1.3, C1.1, B3.1	

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Day	Unit	Lesson	Expectations	Task
9	Unit 1: Where We Stand	**Lesson 9: Self-Determination**	A1.5, A1.6, C1.1	
10	Unit 1: Where We Stand	**Lesson 10: The Truth We Carry**	A1.3, B2.1, B2.2	
11	Unit 1: Where We Stand	**Lesson 11: Building the Brief**	D1.1, D1.2, C1.1, A1.2	
12	Unit 1: Where We Stand	**Lesson 12: Inquiry Roundtable**	B3.1, B3.2, B2.2, A1.6	Summative
13	Unit 2: Behind the Image	**Lesson 1: Who Does the Looking?**	A2.3, C1.8, A1.6	
14	Unit 2: Behind the Image	**Lesson 2: The Indian Girl in Fiction**	A2.1, A2.2, C1.4, C1.8	
15	Unit 2: Behind the Image	**Lesson 3: The Vanishing Myth**	A2.3, A2.2, C2.1, C1.6	
16	Unit 2: Behind the Image	**Lesson 4: Posed and Retouched**	E1.5, E2.2, A2.1, E1.2	
17	Unit 2: Behind the Image	**Lesson 5: Who Owns a Name?**	E1.4, E1.5, A3.2, A2.2	
18	Unit 2: Behind the Image	**Lesson 6: Reel Injun**	E2.1, E2.2, E1.1, A2.3	
19	Unit 2: Behind the Image	**Lesson 7: In the Textbook**	A3.3, C2.1, A2.2, D1.4	
20	Unit 2: Behind the Image	**Lesson 8: In the News**	E1.1, E1.2, E1.4, A2.1	
21	Unit 2: Behind the Image	**Lesson 9: Contradictions**	A2.2, A2.1, C1.8, D1.4	
22	Unit 2: Behind the Image	**Lesson 10: Whose Story?**	A3.3, A2.3, C1.5, B2.2	
23	Unit 2: Behind the Image	**Lesson 11: Building the Analysis**	D2.1, D2.4, D1.4	
24	Unit 2: Behind the Image	**Lesson 12: Editing for Precision**	D3.3, D3.4, A3.2, D2.4	
25	Unit 2: Behind the Image	**Lesson 13: Deconstruct and Reconstruct**	E1.4, E2.1, B3.3, E1.5	Summative

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Day	Unit	Lesson	Expectations	Task
26	Unit 3: Writing Back	**Lesson 1: Writing Back**	A3.1, C1.1, C1.2	
27	Unit 3: Writing Back	**Lesson 2: Two Audiences**	C2.3, C1.6, C3.3	
28	Unit 3: Writing Back	**Lesson 3: The Ballad Turned**	C2.2, C1.4, C1.7	
29	Unit 3: Writing Back	**Lesson 4: Christie's Argument**	C1.3, C3.2, C1.8	
30	Unit 3: Writing Back	**Lesson 5: The Last Word**	C1.6, C2.3, A3.1	
31	Unit 3: Writing Back	**Lesson 6: Big Red Apples**	C1.4, C3.1, D2.2	
32	Unit 3: Writing Back	**Lesson 7: The Land of Red Apples**	C1.5, C2.3, A2.3	
33	Unit 3: Writing Back	**Lesson 8: The Civilizing Machine**	C2.3, D2.3, C3.3	
34	Unit 3: Writing Back	**Lesson 9: Retrospection**	C1.6, A3.1, D2.2	
35	Unit 3: Writing Back	**Lesson 10: Hakadah**	C1.3, C1.5, C3.2	
36	Unit 3: Writing Back	**Lesson 11: The Fire-Boat**	C1.4, C1.8, A1.6	
37	Unit 3: Writing Back	**Lesson 12: Speaking to Power**	C1.7, D1.3, D1.5	
38	Unit 3: Writing Back	**Lesson 13: Essay Workshop**	D2.6, D3.1, D3.2, D3.5	
39	Unit 3: Writing Back	**Lesson 14: Then and Now**	C1.5, A3.1, B3.3	Summative
40	Unit 4: Living Words	**Lesson 1: Living Words**	B1.1, B1.3, B2.4	
41	Unit 4: Living Words	**Lesson 2: How We Listen**	B1.4, B2.3, B4.1	
42	Unit 4: Living Words	**Lesson 3: Belts That Speak**	B1.1, A2.5, B2.6	
43	Unit 4: Living Words	**Lesson 4: Who Tells, When and to Whom**	B1.1, A2.4, A2.5	
44	Unit 4: Living Words	**Lesson 5: Figures of the Oral Tradition**	B1.2, A3.5, B2.6	
45	Unit 4: Living Words	**Lesson 6: Silenced and Spoken**	B1.3, A2.4, B2.8	
46	Unit 4: Living Words	**Lesson 7: Métis Voices**	B1.1, B2.5, B2.7	
47	Unit 4: Living Words	**Lesson 8: Inuit Voices**	B1.1, B1.3, B2.5	
48	Unit 4: Living Words	**Lesson 9: Reading a Speech**	B2.7, B2.8, B2.9	
49	Unit 4: Living Words	**Lesson 10: Listening to a Teaching**	B1.4, B2.2, B2.6, B4.2	
50	Unit 4: Living Words	**Lesson 11: Keeping Words Alive**	A3.5, B1.3, B2.4, B3.4	
51	Unit 4: Living Words	**Lesson 12: Presentation Workshop**	B3.3, B3.5, B3.6, B3.7	

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Day	Unit	Lesson	Expectations	Task
52	Unit 4: Living Words	**Lesson 13: Presentations and Reflection**	B3.3, B3.7, B4.1, B4.2	Summative
53	Unit 5: Stories Now	**Lesson 1: Book Tasting**	C1.1, C5.2, C4.1	
54	Unit 5: Stories Now	**Lesson 2: How Circles Work**	C1.2, C1.3, C4.1	
55	Unit 5: Stories Now	**Lesson 3: Opening Pages**	C1.4, C1.3, C2.2	
56	Unit 5: Stories Now	**Lesson 4: Who Is Telling This?**	C2.3, C1.6, C1.4	
57	Unit 5: Stories Now	**Lesson 5: Poems Now**	C3.3, C2.3, C1.5	
58	Unit 5: Stories Now	**Lesson 6: Circle Meeting 1**	C1.5, C1.8, C4.2	
59	Unit 5: Stories Now	**Lesson 7: On Stage**	C1.6, C1.7, C5.2	
60	Unit 5: Stories Now	**Lesson 8: Short Fiction**	C1.6, A3.4, C1.7	
61	Unit 5: Stories Now	**Lesson 9: Checking the Picture**	A3.4, C1.8, C1.7	
62	Unit 5: Stories Now	**Lesson 10: Who Makes Literature Happen?**	C5.1, C5.2, C1.3	
63	Unit 5: Stories Now	**Lesson 11: Stories and Screens**	C5.3, C5.1, C4.2	
64	Unit 5: Stories Now	**Lesson 12: Circle Meeting 2**	C1.6, C5.2, C1.5	
65	Unit 5: Stories Now	**Lesson 13: Where I Stand as a Reader**	D2.5, D2.2, C4.1	
66	Unit 5: Stories Now	**Lesson 14: Essay Workshop**	D2.7, D3.7, C1.4	
67	Unit 5: Stories Now	**Lesson 15: Literature Circle Seminar**	C1.7, C4.2, D3.7	Summative
68	Unit 6: Signal and Story	**Lesson 1: From Being Filmed to Filming**	E5.1, E5.2, E1.1, A1.2	
69	Unit 6: Signal and Story	**Lesson 2: On Air**	E1.3, E1.2, E5.1, E1.5	
70	Unit 6: Signal and Story	**Lesson 3: The Money and the Rules**	E1.6, E5.3, E5.1	
71	Unit 6: Signal and Story	**Lesson 4: The Fast Runner**	E5.2, E2.1, E1.3, E2.2	
72	Unit 6: Signal and Story	**Lesson 5: Witness**	E2.2, E1.3, E1.5, B2.7	
73	Unit 6: Signal and Story	**Lesson 6: Sound and Language**	E5.2, E2.2, E1.3, E1.4	

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Day	Unit	Lesson	Expectations	Task
74	Unit 6: Signal and Story	**Lesson 7: Podcasts and Voices**	E2.1, E1.3, B2.7, E5.1	
75	Unit 6: Signal and Story	**Lesson 8: Digital Ground**	E5.3, E5.1, A3.5, E1.5	
76	Unit 6: Signal and Story	**Lesson 9: Plan Your Spotlight**	E3.1, E3.2, E4.2, A3.2	
77	Unit 6: Signal and Story	**Lesson 10: Design and Conventions**	E3.3, D3.6, E2.2, D1.4	
78	Unit 6: Signal and Story	**Lesson 11: Production Studio**	E3.4, D3.6, E4.2, D3.5	
79	Unit 6: Signal and Story	**Lesson 12: Screening and Reflection**	E3.4, E4.1, E1.4, E5.2	Summative
80	Independent Study and Final	**Lesson 1: Choose Your Book**	C1.1, C5.1, D1.1	
81	Independent Study and Final	**Lesson 2: ISU Check-ins**	C1.4, C1.6, C4.1	
82	Independent Study and Final	**Lesson 3: Comparative Essay Workshop**	D1.4, D2.7, C1.5	
83	Independent Study and Final	**Lesson 4: ISU Seminar (class 1 of 2)**	B3.3, B3.2, C5.2	
84	Independent Study and Final	**Lesson 4: ISU Seminar (class 2 of 2)**	B3.3, B3.2, C5.2	Culminating
85	Independent Study and Final	**Lesson 5: Reading the Unseen**	C1.4, C2.3, C1.2, C3.2	
86	Independent Study and Final	**Lesson 6: Course Review Stations**	A1.6, A3.3, C1.6	
87	Independent Study and Final	**Lesson 7: Practice and Conferences**	D3.5, D3.7, D4.1, D4.2	
88	Independent Study and Final	**Lesson 8: Looking Back**	D4.3, C4.2, B4.1, E4.1	

Exam period: Final exam (25%, written): an original sight text with analysis questions, and an essay on course texts (see the Final Evaluation file).

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Expectation coverage

All 96 specific expectations, with the lessons that address each one. Use it to plan strand marks and check coverage. Full wording is in each teacher plan.

Expectation	Lessons
A1.1	U1 L5
A1.2	U1 L6, U1 L7, U1 L11, U6 L1
A1.3	U1 L2, U1 L3, U1 L8, U1 L10
A1.4	U1 L4, U1 L6
A1.5	U1 L4, U1 L9
A1.6	U1 L5, U1 L6, U1 L9, U1 L12, U2 L1, U3 L11, ISU/Final L6
A2.1	U2 L2, U2 L4, U2 L8, U2 L9
A2.2	U2 L2, U2 L3, U2 L5, U2 L7, U2 L9
A2.3	U2 L1, U2 L3, U2 L6, U2 L10, U3 L7
A2.4	U4 L4, U4 L6
A2.5	U4 L3, U4 L4
A3.1	U3 L1, U3 L5, U3 L9, U3 L14
A3.2	U1 L2, U2 L5, U2 L12, U6 L9
A3.3	U2 L7, U2 L10, ISU/Final L6
A3.4	U5 L8, U5 L9
A3.5	U4 L5, U4 L11, U6 L8
B1.1	U4 L1, U4 L3, U4 L4, U4 L7, U4 L8
B1.2	U4 L5
B1.3	U4 L1, U4 L6, U4 L8, U4 L11
B1.4	U1 L1, U4 L2, U4 L10
B2.1	U1 L5, U1 L10
B2.2	U1 L1, U1 L10, U1 L12, U2 L10, U4 L10
B2.3	U4 L2
B2.4	U4 L1, U4 L11

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Expectation	Lessons
B2.5	U4 L7, U4 L8
B2.6	U4 L3, U4 L5, U4 L10
B2.7	U4 L7, U4 L9, U6 L5, U6 L7
B2.8	U4 L6, U4 L9
B2.9	U4 L9
B3.1	U1 L4, U1 L8, U1 L12
B3.2	U1 L1, U1 L12, ISU/Final L4
B3.3	U2 L13, U3 L14, U4 L12, U4 L13, ISU/Final L4
B3.4	U4 L11
B3.5	U4 L12
B3.6	U4 L12
B3.7	U4 L12, U4 L13
B4.1	U4 L2, U4 L13, ISU/Final L8
B4.2	U4 L10, U4 L13
C1.1	U1 L1, U1 L3, U1 L8, U1 L9, U1 L11, U3 L1, U5 L1, ISU/Final L1
C1.2	U3 L1, U5 L2, ISU/Final L5
C1.3	U3 L4, U3 L10, U5 L2, U5 L3, U5 L10
C1.4	U2 L2, U3 L3, U3 L6, U3 L11, U5 L3, U5 L4, U5 L14, ISU/Final L2, ISU/Final L5
C1.5	U2 L10, U3 L7, U3 L10, U3 L14, U5 L5, U5 L6, U5 L12, ISU/Final L3
C1.6	U2 L3, U3 L2, U3 L5, U3 L9, U5 L4, U5 L7, U5 L8, U5 L12, ISU/Final L2, ISU/Final L6
C1.7	U3 L3, U3 L12, U5 L7, U5 L8, U5 L9, U5 L15
C1.8	U2 L1, U2 L2, U2 L9, U3 L4, U3 L11, U5 L6, U5 L9
C2.1	U2 L3, U2 L7
C2.2	U3 L3, U5 L3
C2.3	U3 L2, U3 L5, U3 L7, U3 L8, U5 L4, U5 L5, ISU/Final L5
C3.1	U3 L6

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Expectation	Lessons
C3.2	U3 L4, U3 L10, ISU/Final L5
C3.3	U3 L2, U3 L8, U5 L5
C4.1	U5 L1, U5 L2, U5 L13, ISU/Final L2
C4.2	U5 L6, U5 L11, U5 L15, ISU/Final L8
C5.1	U5 L10, U5 L11, ISU/Final L1
C5.2	U5 L1, U5 L7, U5 L10, U5 L12, ISU/Final L4
C5.3	U5 L11
D1.1	U1 L2, U1 L7, U1 L11, ISU/Final L1
D1.2	U1 L3, U1 L4, U1 L7, U1 L11
D1.3	U3 L12
D1.4	U2 L7, U2 L9, U2 L11, U6 L10, ISU/Final L3
D1.5	U3 L12
D2.1	U2 L11
D2.2	U3 L6, U3 L9, U5 L13
D2.3	U3 L8
D2.4	U2 L11, U2 L12
D2.5	U5 L13
D2.6	U3 L13
D2.7	U5 L14, ISU/Final L3
D3.1	U3 L13
D3.2	U3 L13
D3.3	U2 L12
D3.4	U2 L12
D3.5	U3 L13, U6 L11, ISU/Final L7
D3.6	U6 L10, U6 L11
D3.7	U5 L14, U5 L15, ISU/Final L7

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Expectation	Lessons
D4.1	ISU/Final L7
D4.2	ISU/Final L7
D4.3	ISU/Final L8
E1.1	U2 L6, U2 L8, U6 L1
E1.2	U2 L4, U2 L8, U6 L2
E1.3	U6 L2, U6 L4, U6 L5, U6 L6, U6 L7
E1.4	U2 L5, U2 L8, U2 L13, U6 L6, U6 L12
E1.5	U2 L4, U2 L5, U2 L13, U6 L2, U6 L5, U6 L8
E1.6	U6 L3
E2.1	U2 L6, U2 L13, U6 L4, U6 L7
E2.2	U2 L4, U2 L6, U6 L4, U6 L5, U6 L6, U6 L10
E3.1	U6 L9
E3.2	U6 L9
E3.3	U6 L10
E3.4	U6 L11, U6 L12
E4.1	U6 L12, ISU/Final L8
E4.2	U6 L9, U6 L11
E5.1	U6 L1, U6 L2, U6 L3, U6 L7, U6 L8
E5.2	U6 L1, U6 L4, U6 L6, U6 L12
E5.3	U6 L3, U6 L8

Overall expectations

Code	Overall expectation
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

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Code	Overall expectation
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
B1	The 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 to Understand: listen to oral texts from and/or related to First Nations, Métis, and Inuit cultures in order to understand and respond appropriately in a variety of situations for a variety of purposes
B3	Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences, for a variety of purposes, about themes, ideas, and issues related to First Nations, Métis, and Inuit cultures
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 in oral communication contexts related to First Nations, Métis, and Inuit cultures
C1	Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, using a range of strategies to construct meaning
C2	Understanding Form and Style: identify a variety of text forms, text features, and stylistic elements in texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, and demonstrate an understanding of how they help communicate meaning
C3	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 before, during, and after reading texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources
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
D1	Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience on subject matter related to First Nations, Métis, and Inuit cultures
D2	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	Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively

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Code	Overall expectation
D4	Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages of writing texts on subject matter related to First Nations, Métis, and Inuit cultures
E1	Understanding Media Texts: demonstrate an understanding of a variety of media texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant media texts from non-Indigenous sources
E2	Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning in the context of First Nations, Métis, and Inuit cultures
E3	Creating Media Texts: create a variety of media texts on subject matter related to First Nations, Métis, and Inuit cultures, for different purposes and audiences, using appropriate forms, conventions, and techniques
E4	Reflecting on Skills and Strategies: reflect on and identify their strengths as interpreters and creators of media texts, areas for improvement, and the strategies they found most helpful in understanding and creating media texts on subject matter related to First Nations, Métis, and Inuit cultures
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

Strands: A = First Nations, Métis, and Inuit Perspectives and Text Forms in Canada, B = Oral Communication, C = Reading and Literature Studies, D = Writing, E = Media Studies. U = Unit, L = Lesson; “ISU/Final” = Independent Study and Final.

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