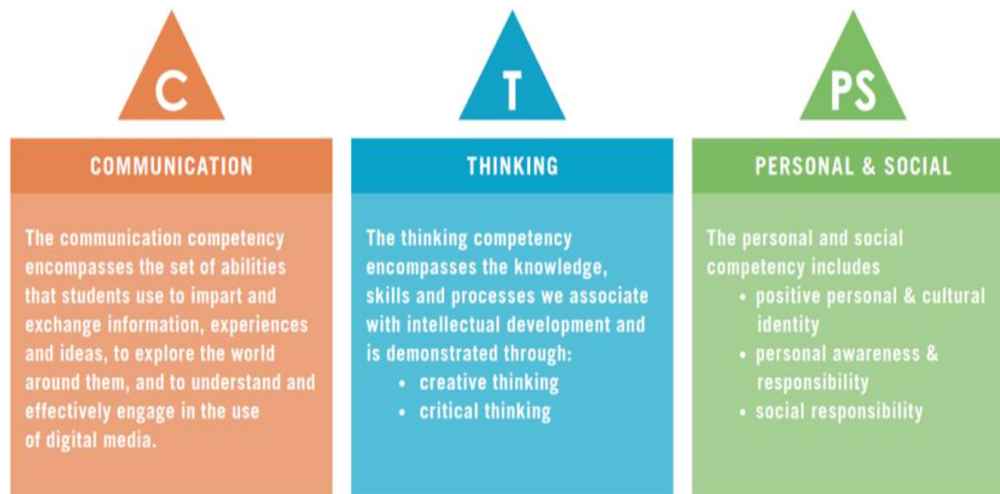# ENGLISH 9 COURSE OUTLINE

Ms. Chan | C206 | chan_l@surreyschools.ca

English 9 is a course designed to strengthen and enhance your literacy (reading, writing, listening, speaking) and critical thinking skills through the exploration of diverse texts and the ideas presented therein.

CORE COMPETENCIES

C — COMMUNICATION

The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

T — THINKING

The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and is demonstrated through:
- creative thinking
- critical thinking

PS — PERSONAL & SOCIAL

The personal and social competency includes:
- positive personal & cultural identity
- personal awareness & responsibility
- social responsibility

CLASS CONTRACT

By staying in this class, you are choosing to be physically and mentally present. This means you will show up and show up on time, and while you are here you will contribute to the class to create a positive learning environment. Let's be open-minded and embrace the opportunity to hear various perspectives, let's encourage each other and take on challenges together, let's work as a team to achieve our individual goals.

All of this starts with trust and respect; by staying in this class, you are choosing to be a person we can all trust and respect.

BIG IDEAS

Language and story can be a source of creativity and joy.

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

People understand text differently depending on their worldviews and perspectives.

Texts are socially, culturally, and historically constructed.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

CURRICULAR COMPETENCIES

COMPREHEND AND CONNECT	CREATE AND COMMUNICATE
- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability - Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking - Synthesize ideas from a variety of sources to build understanding - Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts - Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts - Recognize how language constructs personal, social, and cultural identity - Construct meaningful personal connections between self, text, and world - Respond to text in personal, creative, and critical ways - Explain how literary elements, techniques, and devices enhance and shape meaning - Recognize an increasing range of text structures and how they contribute to meaning - Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view - Develop an awareness of the diversity within and across First Peoples societies represented in texts - Recognize the influence of place in First Peoples and other Canadian texts	- Exchange ideas and viewpoints to build shared understanding and extend thinking - Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences - Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message - Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation - Use and experiment with oral storytelling processes - Select and use appropriate features, forms, and genres according to audience, purpose, and message - Transform ideas and information to create original texts - Express an opinion and support it with credible evidence

ASSESSMENT

Formative Assessment: The purpose of this type of assessment is to help students understand how they could improve their learning. In order to improve, it is expected that students will use the feedback they receive to address three questions:

Where am I now with my learning?　→　Where am I going/where do I want to be?　→　How am I going to get there?

Summative Assessment: The purpose of this type of assessment is to determine students' level of achievement in relation to the learning standards. These assessments will be used to determine report card marks:

GRADE	PROFICIENCY SCALE	LEVEL OF STUDENT UNDERSTANDING
A	Extending	The student demonstrates excellent or outstanding performance in relation to the curricular competencies.
B	Proficient	The student demonstrates very good performance in relation to the curricular competencies.
C+	Developing	The student demonstrates good performance in relation to the curricular competencies.
C	Emerging + / Developing -	The student demonstrates satisfactory performance in relation to the curricular competencies.
C-	Emerging	The student demonstrates minimally acceptable performance in relation to the curricular competencies.
I	In progress/ Incomplete / Insufficient evidence	The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the curricular competencies. This is used while the course is still in progress.
F	Fail	The student has not demonstrated minimally acceptable performance in relation to the curricular competencies. This is used at the end of the course.