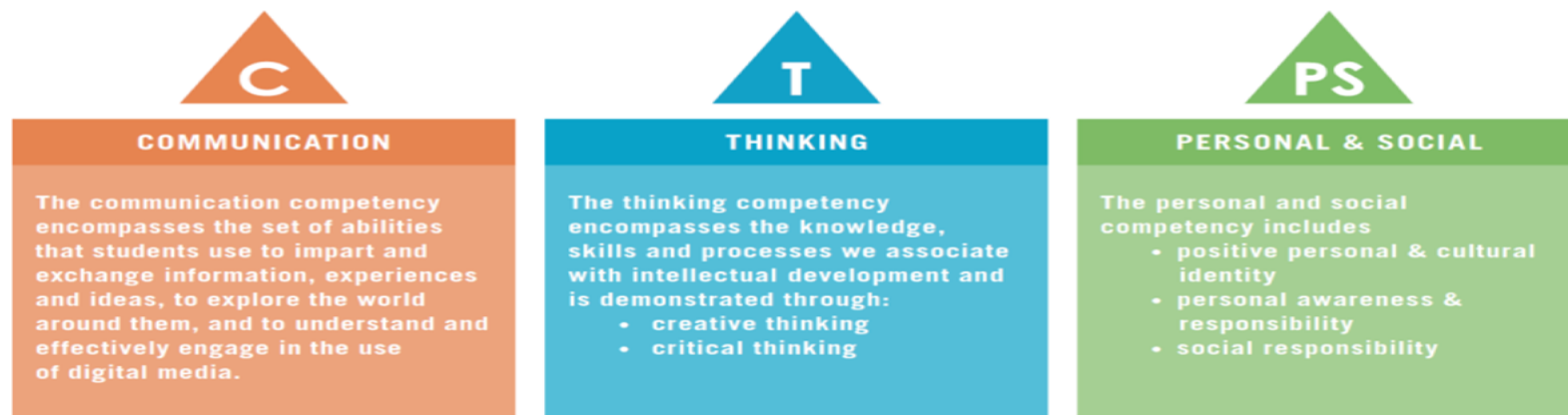# Welcome to English 9

bednash_s@surreyschools.ca
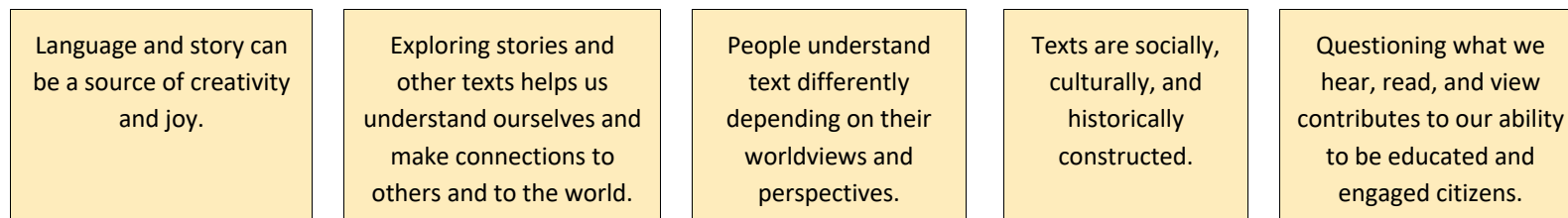*Course Theme: Belonging*

English 9 is a course intended to strengthen and develop your literacy (reading, listening, viewing, writing, speaking, representing) and critical thinking skills through diverse media. In this course, we will explore the theme of <u>belonging</u> to consider how belonging influences the self, society, and the world. The English 9 curriculum is designed to empower students by providing you with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in your learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews.

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

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.

Learning Standards

Curricular Competencies	Content
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: **Comprehend and connect (reading, listening, viewing)** *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* **Create and communicate (writing, speaking, representing)** *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*	*Students are expected to know the following:* ***Story/text*** • *forms, functions, and genres of text* • *text features* • *literary elements* • *literary devices* • *elements of visual/graphic texts* ***Strategies and processes*** • *reading strategies* • *oral language strategies* • *metacognitive strategies* • *writing processes* ***Language features, structures, and conventions*** • *features of oral language* • *multi-paragraphing* • *language change* • *elements of style* • *usage* • *syntax and sentence fluency* • *conventions* • *presentation techniques* • *rhetorical devices* • *connotation and denotation*

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	*SUMMATIVE ASSESSMENT*
Students will receive descriptive and constructive feedback that has no numerical or letter grade attached. The purpose of formative assessment is to help students understand how they can grow in their learning. To improve, it is expected students will use this feedback to consider the following: Where am I currently at in my learning? Where am I going? How am I going to get there? Examples of formative assessment: participation, homework, smaller assignments, minor group work, quizzes, etc	Students will receive feedback that has a numerical or letter grade attached. The purpose of this type of assessment is to determine students' levels of achievement throughout the duration of the course in relation to the ENGL 9 learning standards. These marks will be used to determine marks for each formal reporting period. Examples of summative assessment: orals/presentations, formal and informal essays, projects, tests, etc

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

EXPECTATIONS

Plagiarism is when you take ideas/content/work that are not yours and present them as your own. This includes using ChatGPT, Snapchat AI, Wikipedia, other websites, etc. At times, we may use these devices as tools in class (example, for a writing workshop or researching an idea), but they should not be used outside of class time and/or without consent from me. If you are caught plagiarising, we will have a serious conversation where you need to be honest. Based on that conversation, I will decide if you may either redo the assessment or receive a 0%.

As well…

On Phones: no phones/airpods during lessons, otherwise it can be a tool with permission

On Lateness: if it becomes a regular occurrence, we will talk (just let me know if it will happen!)

On Missing Work: after a certain period, I will not accept missing/late work, so try to hand it in on time or talk to me

On Behaviour: this is a safe space, so please be respectful to one another (I do not tolerate disrespectful behaviour or language) Be inclusive

On Washrooms: two people at a time (5 minutes) and please sign-out before leaving (repeated failure to respect these rules will result in temp. or perm. restrictions)