



NANAIMO LADYSMITH
PUBLIC SCHOOLS

COURSE OUTLINE

Course: English 9
Teacher: Heather Arnold
Contact Information: heather.arnold@sd68.bc.ca
Room: C117

Reporting Procedure:

- Ongoing progress is available on MyEd
- There will be a minimum of 2 Ongoing Communications of Student Learning per semester
- At mid-course, there will be a Progress Report
- There will be a formal, Summative Report at the end of the course

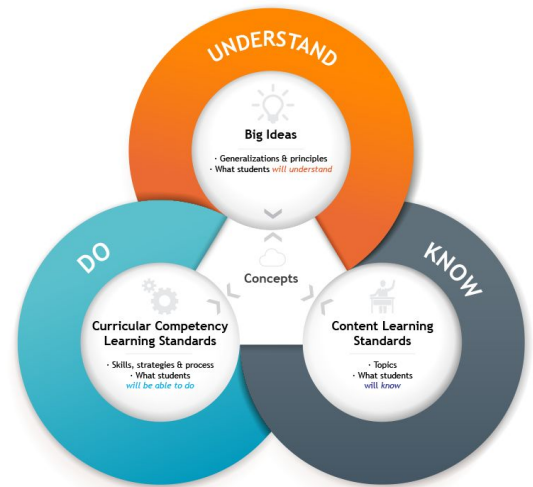
Assessment:

- The new Ministry of Education Assessment and Reporting Order has changed the way we report to parents. We will now be communicating **with** parents rather than reporting **to** parents. Students will be assessed on the following levels of competency at grade level:

Beginning to acquire knowledge, skills, strategies and processes.	Developing the ability to apply knowledge, skills, strategies and processes.	Applying knowledge, skills, strategies and processes consistently.	Extending knowledge, skills, strategies and processes creatively and strategically.
<ul style="list-style-type: none">▪ Student is beginning to understand at grade-level expectations▪ Shows evidence that learner can demonstrate some progress towards the learning standards	<ul style="list-style-type: none">▪ Student is developing understanding at grade-level expectations▪ Shows evidence that learner can understand the learning standards in basic or familiar situations	<ul style="list-style-type: none">▪ Student is applying understanding at grade-level expectations▪ Shows evidence that learner can transfer understanding of the learning standards to both predictable and new situations	<ul style="list-style-type: none">▪ Student is extending understanding at grade level expectations▪ Shows evidence that learner can insightfully and creatively apply an in-depth understanding of the learning standards in complex situations

BIG IDEAS: *Students are expected to understand the following:*

1. Language and story can be a source of creativity and joy.
2. Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
3. People understand text differently depending on their worldviews and perspectives.
4. Texts are socially, culturally, and historically constructed.
5. Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.



CURRICULAR COMPETENCIES: *Students are expected to be able*

to do the following:

Comprehend and connect (reading, listening, viewing)

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

CONTENT: *Students are expected to know the following:*

Story/text

1. forms, functions, and genres of text
2. text features
3. literary elements
4. literary devices
5. elements of visual/graphic texts

Strategies and processes

6. reading strategies
7. oral language strategies
8. metacognitive strategies
9. writing processes

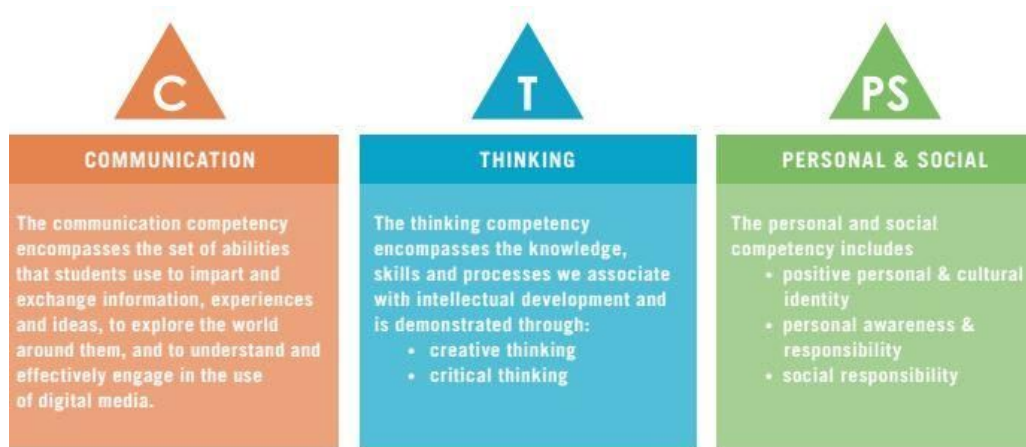
Language features, structures, and conventions

10. features of oral language
11. multi-paragraphing
12. language change
13. elements of style
14. usage
15. syntax and sentence fluency

16. conventions
17. presentation techniques
18. rhetorical devices
19. connotation and denotation

CORE COMPETENCIES:

Students will be accessing the Core Competencies in all their curricular areas. They may be self-assessing the Core Competencies on their Ongoing Communications. Summative reports at the end of the course will report that the student has engaged in this self-assessment.



COMMUNICATION

THINKING:

- CREATIVE THINKING
- CRITICAL THINKING

PERSONAL AND SOCIAL RESPONSIBILITY:

- POSITIVE PERSONAL AND CULTURAL IDENTITY
- PERSONAL AWARENESS AND RESPONSIBILITY
- SOCIAL RESPONSIBILITY

SUPPORT:

Counseling: A - Ge –Ms. C. Linn

Gi - Pa – Ms. K. Gustafson

Pe - Z – Ms. S. McRae

Academic: Study Buddies: TBA

Aboriginal Support: Ms. N. Wedholm (C120)