

English 9

Course Outline

Mr. Kertes (Room 308)
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Build on the reading and writing strategies you already know. Read a variety of both fiction and non-fiction texts. Interpret and respond to various texts, including texts with complex themes and structures. Write a variety of formal papers (expository essay, rhetorical analysis essay, textual analysis essay, etc.). Write a published short story. Read and write poetry. This course is grounded in both the literature and experiences of the Ts'msyen and other Coastal First Nation societies and other English literature from places throughout the world.

GOALS AND THEMES

The goals of this course are to help you:

- improve your reading, writing, speaking, and thinking skills,
- achieve your goals in this and future English courses,
- organize and format your academic writing, and
- express yourself.

This course is practical. *Do the work and you will learn.* Your reading and writing will improve.

The themes of the course are:

- literary enjoyment,
 - control over learning,
 - visible thinking,
 - systems thinking,
- knowledge,
 - transformation,
 - community, and
 - time travel.

MAJOR ASSIGNMENTS BY UNIT

Unit I Fundamentals	Unit II Stories	Unit III Dialogue	Unit IV Renaissance
Expository essay	Published short story	Rhetorical or textual analysis essay Debate assignment	Free write assignment

PROFICIENCY SCALE – FOR YOUR REPORT CARD

Grade	Level	How to Demonstrate
Emerging	Initial Level of Understanding	Provide sufficient evidence of at least some learning and complete all assignments and assessments at any level of performance.
Developing	Partial Level of Understanding	Demonstrate partial understanding and complete all assignments and assessments at any level of performance.
Proficient	Complete Level of Understanding	Demonstrate complete understanding of the concepts and skills for the course and complete all assignments and assessments at any level of performance.
Extending	Sophisticated Level of Understanding	Demonstrate sophisticated understanding of the concepts and skills and complete all assignments and assessments at the outstanding or excellent level of performance (some may be at the very good level).

“INVISIBLE GRADES” – FYI ONLY

“Invisible grades” are letter grades that are provided for-your-eyes-only (FYI only). For every assignment and assessment (quizzes, tests, exams, etc.) you will be provided with two marks. The proficiency scale mark is reported on your report card. The “invisible grade” is provided for you alone, with the aim of helping you learn how letter grades and work quality are related.

Grade	Score	Level of Performance
A	95-100	Outstanding quality
	86-94	Excellent quality
B	76-85	Very good quality
	73-75	
C+	67-72	Good quality
C	60-66	Satisfactory quality
C-	50-59	Minimally acceptable quality

The differences between an A or a B, a B or a C+, a C+ or a C, and a C or a C- are...

- Not better
- Not harder
- Not more

The differences are...*just different*. If you do the work for this course, you will learn the differences between the different grades. You will learn the skills and shortcuts needed to show these differences in your work. You can have mastery over the difference, giving you greater control over your grades in this class and future classes.

FORMATIVE AND SUMMATIVE ASSESSMENT – ASSIGNMENTS

Unit I Fundamentals	Unit II Stories	Unit III Dialogue	Unit IV Renaissance
Expository essay	Published short story	Rhetorical or textual analysis essay Debate assignment	Free write assignment

Unit I Fundamentals	Unit II Stories	Unit III Dialogue	Unit IV Renaissance
Journal entries Reflections Notes	Presentation assignment Journal entries Reflections Notes	Journal entries Reflections Notes Novel study assignment Short story report 1 Short story report 2 Short story report 3 Short story report 4	Journal entries Reflections Notes

FORMATIVE AND SUMMATIVE ASSESSMENT – TESTS AND EXAMS

Unit I Fundamentals	Unit II Stories	Unit III Dialogue	Unit IV Renaissance
Unit 1 test	Mid-term exam	Unit 3 test	Final exam

FORMATIVE AND SUMMATIVE ASSESSMENT – QUIZZES

Unit I Fundamentals	Unit II Stories	Unit III Dialogue	Unit IV Renaissance
Five Fs quiz Systems thinking quiz Paragraphs quiz Text features quiz Outlining quiz	Elements of narrative quiz Rendering quiz Characterization quiz	Debate fundamentals quiz Revising quiz Editing quiz Literary devices quiz	

SKILL ASSESSMENT AND “NEAT AND COMPLETE” MARKS

In addition to tests and exams, you will conference with the teacher throughout each unit. These conferences focus on the skills and concepts of the course and are reflected in “skill assessment” marks. Journal entries, reflections, and notes will also be checked throughout each unit and during conferences. These materials are marked for completeness and neatness (and are reflected in the “neat and complete” marks).

COURSE CALENDAR

Date of 1st Monday of the week		Monday	Tuesday	Wednesday	Thursday	Friday
1	Sept. 4	Labour Day				Five Fs Quiz
2	Sept. 11	Start Expository Essay		Neat and Complete 1		Systems Thinking Quiz
3	Sept. 18			Paragraphs Quiz		Implementation Day
4	Sept. 25	Start Published Short Story		Text Features Quiz		Expository Essay
5	Oct. 2	National Day for Truth and Reconciliation		Outlining Quiz	Unit 1 Test	Unit 1 Test
6	Oct. 9	Thanksgiving	Unit 1 Test	Unit 1 Test Skill Assessment 1		Neat and Complete 2
7	Oct. 16	Start Presentation Assignment	S/P/T	Elements of Narrative Quiz	S/P/T	Pro-D
8	Oct. 23		Presentation Assignment	Rendering Quiz	Presentation Assignment	Presentation Assignment
9	Oct. 30	Published Short Story		Characterization Quiz	Mid Term Exam	Mid Term Exam
10	Nov. 6	Mid Term Exam	Mid Term Exam	Mid Term Exam Skill Assessment 2		Remembrance Day
11	Nov. 13	Make-Up Day		Neat and Complete 3	Start Rhetorical or Textual Analysis Essay	
12	Nov. 20	Written Learning Update	Start Final Assignments	Debate Fundamentals Quiz	Start Final Assignments	Pro-D
13	Nov. 27	Start Debate Assignment		Revising Quiz		
14	Dec. 4			Editing Quiz		
15	Dec. 11	Rhetorical or Textual	Debate Assignment	Literary Devices Quiz	Unit 3 Test	Unit 3 Test

		Analysis Essay				
16	Dec. 18	Unit 3 Test	Unit 3 Test	Unit 3 Test Skill Assessment 3	Debate Assignment	Debate Assignment
-	Dec. 25	Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
-	Jan. 1	Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
17	Jan. 8					
18	Jan. 15	Novel Study Assignment	Short Story Report 1	Short Story Report 2	Short Story Report 3	Free Write Assignment Short Story Report 4
19	Jan. 22	Final Exam	Final Exam	Final Exam	Final Exam	Final Exam Skill Assessment 4
20	Jan. 29	Make-Up Day				

COURSE ASSIGNMENTS AND ASSESSMENTS

Categories and Weights		
	Performance Scale Weights (Invisible Grade)	Proficiency Scale
Skill Level Assessments	20%	100%
Quizzes	20%	
Tests and Exams	30%	
Assignments	30%	

Note: In Grade 9, your grade is based on the “proficiency scale” which reflects your level of understanding of the concepts and skills, not an averaging of marks/points (see chart below). To help you learn how to achieve the grades you want (which may have a role in future opportunities), you will be provided with “invisible grades” that are “for-your-eyes-only”.

Proficiency Scale Chart	
Emerging	<i>Initial</i> understanding of the concepts and skills
Developing	<i>Partial</i> understanding of the concepts and skills
Proficient	<i>Complete</i> understanding of the concepts and skills
Extending	<i>Sophisticated</i> understanding of the concepts and skills

Assignments and Assessments			
Unit	Assignment or Assessment	Category	Points
I	Five Fs quiz	Quizzes	10
I	Neat and complete 1	Assignments	25

I	Systems thinking quiz	Quizzes	10
I	Paragraphs quiz	Quizzes	10
I	Text features quiz	Quizzes	10
I	Expository essay	Assignments	100
I	Outlining quiz	Quizzes	10
I	Unit 1 test	Tests and exams	100
I	Skill assessment 1	Skill level assessments	25
I	Neat and complete 2	Assignments	25
II	Elements of narrative quiz	Quizzes	10
II	Presentation assignment	Assignments	50
II	Rendering quiz	Quizzes	10
II	Published short story	Assignments	10
II	Characterization quiz	Quizzes	10
II	Mid-term exam	Tests and exams	150
II	Skill assessment 2	Skill level assessments	50
II	Neat and complete 3	Assignments	25
III	Debate fundamentals quiz	Quizzes	10
III	Revising quiz	Quizzes	10
III	Editing quiz	Quizzes	10
III	Rhetorical or textual analysis essay	Assignments	150
III	Debate assignment	Assignments	150
III	Literary devices quiz	Quizzes	10
III	Unit 3 test	Tests and exams	200
III	Skill assessment 3	Skill level assessments	100
IV	Novel study assignment	Assignments	50
IV	Short story report 1	Assignments	25
IV	Short story report 2	Assignments	25
IV	Short story report 3	Assignments	25
IV	Short story report 4	Assignments	25
IV	Free write assignment	Assignments	200
IV	Final exam	Tests and exams	200
IV	Skill assessment 4	Skill level assessments	200

To demonstrate *any* level of proficiency, you must complete *all* assignments and assessments. Otherwise, your report card will reflect that “insufficient evidence” has been provided. To achieve at least “emerging” you must complete all assignments and assessments (at any performance level).

Work at “Grade 9 minimally satisfactory quality” counts for “completion” of assignments and assessments. Time is provided for students to complete assignments and assessments during class and as much extra support as required is also available. This means that the teacher will help you achieve the minimal level to complete all the assignments and assessments. Therefore, achieving this level is certainly possible for students who attend class most of the time and who make up all missed days by attending study hall.

SKILL AND CONCEPT LEVELS – FOR SKILL ASSESSMENTS

Skill Level		Key
NY	0	Not Yet (Cannot do, even with help. Out of reach. Ready to learn.)
LA	1	Lots of Assistance (Can do with lots of help. Learning with lots of help.)
SA	2	Some Assistance (Can do with only a little help. Entering ZPD.)
IN	3	Independent (Can do on own when formally assessed. Exiting ZPD.)
MA	4	Mastery (You consistently apply this skill or concept on your own, across contexts, and without help or reminders.)



STUDY HALL

- **Optional Study Hall:**
 - The classroom is open for optional study hall on Mondays, Tuesdays, Thursdays, and Fridays during lunch (not Wednesdays).
 - Students in optional study hall may use their devices for listening to music.

- **Mandatory Study Hall:**
 - The classroom is open for mandatory study hall on Mondays, Tuesdays, Thursdays, and Fridays during lunch (not Wednesdays).
 - **Mandatory study hall starts at 11:40 AM and ends at 12:05 PM.**
 - Schedule your mandatory study hall appointment within a seven-day period.

Reasons for Optional Study Hall	Reasons for Mandatory Study Hall
<ul style="list-style-type: none"> • Receive extra help from the teacher. • Ask questions about an assignment or assessment (quiz, test, exam, etc.). • Have a quiet place to work. • Study for an upcoming assessment (quiz, test, exam, etc.). 	<ul style="list-style-type: none"> • Attend the <u>first ten minutes</u> of a mandatory study hall for each unexcused late. • Attend an entire mandatory study hall for <u>each</u> unexcused absence, including

<ul style="list-style-type: none"> • Work quietly on work from another class. 	<p>for each unexcused absence from a mandatory study hall.</p> <ul style="list-style-type: none"> • Complete missing or late assignments during mandatory study hall until all work is complete. • Make up any missing or incomplete assessments during mandatory study hall until you are caught up. • Violations of classroom etiquette that waste time may require mandatory study hall. This includes not having your materials. • Missed formatting that wastes time may require mandatory study hall.
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SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
0-10: Journal 10-40: Part 1 40-70: Part 2 70-80: Exercise	0-10: Journal 10-80: Work 80-90: Break 90-162: Project	0-10: Journal 10-40: Part 1 40-70: Part 2 70-80: Exercise	See Tuesday	0-10: Journal 10-40: Part 1 40-70: Part 2 70-80: Exercise

CORE COMPETENCIES AND CURRICULAR GOALS

- See the English 9 Assessment Packet for a list of the curricular goals. Students will continually reflect on these goals and conference with the teacher, as part of ongoing assessment of progress:
 - <https://tomkertes.ca/wp-content/uploads/2023/09/2023-24-T1-ENG9-Kertes-AssessmentPacket.pdf>

CLASSROOM ETIQUITE

- If you arrive late in the first ten minutes of class, please wait quietly outside the door. When the journal exercise is over, the teacher will open the door and you may enter. If you arrive past the first ten minutes, please enter without distracting others. (Unexcused lates require that you attend a mandatory study hall for the first ten minutes – or longer if you are more than ten minutes late.)
- Class is over when the bell rings, not before. Please do not start packing up your materials until the end of class (1 min. before the transition). (Early packing may result in a mandatory study hall.)
- Have your materials (lined paper, binder, and pencil) with you at the start of the period. (Wasting time due to missing materials may result in a mandatory study hall.)
- Cell phones and other devices must remain out of sight and should be turned off. The best place for your cell phone is in your locker. If your cell phone, other device, or watch

becomes a distraction you must hand it to the teacher. It will be stored in the teacher's desk and will be returned to you at the end of class. (This may result in a mandatory study hall.)

- You may use the hall pass by signing yourself out and filling out a pass. Please be sure to erase your name and time when you return. Only one student may be out at a time. If you are gone for an excessive amount of time (on a repeated basis) you may be required to attend a mandatory study hall. You may not sign out in the first fifteen minutes or final fifteen minutes of class. Please do not ask the teacher to use the washroom, get water, or to leave for other reasons (instead, just sign yourself out). If you must go in the first fifteen or final fifteen minutes, please sign out and explain why after class.
- Students are expected to adhere to the school's Code of Conduct and SD52 policies. More information about the Code of Conduct is provided in the handout on Discussing Ideas as a Class (see below).

HOW TO DISCUSS IDEAS AS A CLASS

- Please see the handout on discussion of ideas as a class. We will go over this early in the term as a class:
 - <https://tomkertes.ca/wp-content/uploads/2023/07/2023-24-T1-ENG9-Kertes-Discussion.pdf>

WHAT TO DO IF YOU ARE BEHIND OR STRUGGLING

- Ask for help or clarification.
- Attend an optional study hall for one-on-one help.
- Request an extension (before the assignment is late).
- Request an extension (even after the assignment was due).

DUE DATES AND DEADLINES

- All major assignments are due by the end of the term and are required to demonstrate your learning of course concepts and skills.
- The due dates are provided to help you pace yourself. They also show when the most support for specific assignments will be available.

Keep the teacher informed of how you are doing. An assignment can be simplified if needed. (There may be alternatives to mandatory study hall when you are keeping the teacher informed of your progress, especially for major assignments.) The point is that you learn what you need to learn, even if it takes you longer to do this than expected or you take some detours along the route. These options are available for everyone in the class who needs them – so please talk to the teacher as soon as you need extra help for any reason. Let the teacher know if you are struggling. Good communication helps the teacher modify instruction, change the pacing (perhaps for the entire class), or provide you with more support.

A NOTE ABOUT EXCEPTIONS

- The teacher strives to treat every student fairly. In most instances, this means having the same consequences in place for all students – applied without exception or favour.
- On some instances (such as being on time, having your materials, not using your phone, and using the correct format) it's always a straightforward matter. In general, every student should expect to experience the same consequence in these instances.
- To support learning, individual accommodations, based on individual needs, may be provided. If you feel that you require other supports, please talk with the teacher. Additional supports may be provided, but grading is based on the same standards for all students (unless your IEP states otherwise).

READINGS

PDFs or links to most readings are available (will be posted) at: <https://tomkertes.ca/readings/>

Note: Additional readings may be added as the course progresses, especially in response to student inquiry.

Course Handouts

Rubrics:

- English 9 Expository Essay Rubric
- English 9 Rhetorical or Textual Analysis Essay Rubric
- English 9 Published Short Story Rubric

Study Guides:

- English 9 Unit 1 Test Study Guide
- English 9 Mid-Term Exam Study Guide
- English 9 Unit 3 Test Study Guide
- English 9 Final Exam Study Guide

Course Readings – Unit I (Fundamentals) and Unit II (Stories)

Stories:

- Atwood, Margaret. "The Sin Eater." *The Oxford Book of Canadian Short Stories* : In English. Don Mills, Oxford University Press, 1988, pp. 315-324.
- Chan, Gillian. "Golden Girl."
- Gansworth, Eric. "Don't Pass Me By." *Fresh Ink : An Anthology*. Edited by Lamar Giles, New York, Crown, 2018, pp. 38-54.
- Gordimer, Nadine. "Once Upon a Time."
- Gordon, Arthur. "The Sea Devil."

- King, Thomas. "Borders." *One Good Story, That One : Stories*. Minneapolis, University Of Minnesota Press, 2013, pp. 131–145.
- Levithan, David. "Your Temporary Santa." *My True Love Gave to Me : Twelve Holiday Stories*. Edited by Stephanie Perkins, New York, St. Martin's Griffin, 2014, pp. 133-147.
- Munro, Alice. "Runaway." *My Best Stories*. Toronto, Penguin, 2006, pp. 429-465.
- Poe, Edgar Allan. "The Tell-Tale Heart."
- Rowell, Rainbow. "Midnights." *My True Love Gave to Me : Twelve Holiday Stories*. Edited by Stephanie Perkins, New York, St. Martin's Griffin, 2014, pp. 1-22.
- Stork, Fransico X. "Captain, My Captain." *Unbroken : 13 Stories Staring Disabled Teens*. Edited by Marieke Nijkamp, New York, Farrar Straus Giroux, 2018, pp. 156-176.
- Van Camp, Richard. "I Am Filled with a Trembling Light." *Moccasin Square Gardens*. Madeira Park, Douglas and McIntyre, 2019, pp. 107-127.

Poems:

- Atwood, Margaret. "Siren Song."
<https://www.poetryfoundation.org/poetrymagazine/poems/32778/siren-song>.
- Atwood, Margaret. "Hesitations Outside the Door."
<https://www.poetryfoundation.org/poetrymagazine/browse?contentId=31725>.
- Atwood, Margaret. "Projected Slide of an Unknown Soldier."
<https://www.poetryfoundation.org/poetrymagazine/browse?contentId=31725>.
- Atwood, Margaret. "In The Secular Night."
<https://www.poetryfoundation.org/poems/47786/in-the-secular-night>.
- Atwood, Margaret. "Crow Song."
<https://www.poetryfoundation.org/poetrymagazine/browse?contentId=32775>.
- Auden, W. H. "If I Could Tell You." *W. H. Auden : Collected Poems*. Edited by Edward Mendelson, New York, Vintage International, 1996, p. 314.
- Auden, W. H. "Stop all the clocks." *W. H. Auden : Collected Poems*. Edited by Edward Mendelson, New York, Vintage International, 1996, p. 141.
- Auden, W. H. "The More Loving One." *W. H. Auden : Collected Poems*. Edited by Edward Mendelson, New York, Vintage International, 1996, pp. 584-585.
- Carver, Raymond. "Hominy and Rain." *All of Us : The Collected Poems*. New York, Alfred A. Knopf, 1996, pp. 58-59.
- Carver, Raymond. "In the Year 2020." *All of Us : The Collected Poems*. New York, Alfred A. Knopf, 1996, pp. 84-85.
- Carver, Raymond. "Rain." *All of Us : The Collected Poems*. New York, Alfred A. Knopf, 1996, p. 78.
- Carver, Raymond. "The Party." *All of Us : The Collected Poems*. New York, Alfred A. Knopf, 1996, p. 103-104.
- Mercredi, Duncan. "my red face hurts" *Native Poetry in Canada : A Contemporary Anthology*. Edited by Jeannette C. Armstrong and Lally Grauer, Peterborough, Broadview Press, 2001, pp. 200-201.

- Mercredi, Duncan. "Morning Awakening" *Native Poetry in Canada : A Contemporary Anthology*. Edited by Jeannette C. Armstrong and Lally Grauer, Peterborough, Broadview Press, 2001, pp. 201-202.
- Mercredi, Duncan. "He Likes to Dance" *Native Poetry in Canada : A Contemporary Anthology*. Edited by Jeannette C. Armstrong and Lally Grauer, Peterborough, Broadview Press, 2001, pp. 204-205.
- Mercredi, Duncan. "the duke of Windsor" *Native Poetry in Canada : A Contemporary Anthology*. Edited by Jeannette C. Armstrong and Lally Grauer, Peterborough, Broadview Press, 2001, p. 210.
- Oliver, Mary. "A Note Left on the Door." *Thirst : Poems by Mary Oliver*. Boston, Beacon Press, 2006, p. 20.
- Oliver, Mary. "Doesn't Every Poet Write a Poem about Unrequited Love?" *Thirst : Poems by Mary Oliver*. Boston, Beacon Press, 2006, pp. 40-41.
- Oliver, Mary. "Heavy." *Thirst : Poems by Mary Oliver*. Boston, Beacon Press, 2006, pp. 53-54.
- Oliver, Mary. "On Thy Wondrous Works I Will Meditate." *Thirst : Poems by Mary Oliver*. Boston, Beacon Press, 2006, pp. 55-59.
- Oliver, Mary. "The Place I Want to Get Back To." *Thirst : Poems by Mary Oliver*. Boston, Beacon Press, 2006, pp. 35-36.
- Service, Robert W. "The Ballad of Blasphemous Bill." Poetry Foundation, www.poetryfoundation.org/poems/46647/the-ballad-of-blasphemous-bill.
- Service, Robert W. "The Song of the Wage Slavel." Poetry Foundation, <https://www.poetryfoundation.org/poems/45083/the-song-of-the-wage-slave>.
- Service, Robert W. "Just Think!" Poetry Foundation, <https://www.poetryfoundation.org/poems/46649/just-think-56d2269875bbc>.
- Service, Robert W. "The Shooting of Dan McGrew" Poetry Foundation, <https://www.poetryfoundation.org/poems/45082/the-shooting-of-dan-mcgrew>.

Essays/Chapters/Articles:

- Behrens, Laurence, and Leonard J. Rosen, Jaqueline McLeod Rogers, and Catherine Taylor. "Homeless in the Just Society." *Writing & Reading : Across the Disciplines*. Toronto, Pearson Longman, 2007, 151-203.
- Florence Davidson, Sara, and Robert Davidson. "The Story of sk'ad'a." *Potlatch as Pedagogy : Learning Through Ceremony*. Winnipeg, Portage and Main Press, 2018, pp. 11-22.
- Friedersdorf, Conor. "When Being Gay Is Not a Big Deal." *The Atlantic*, 26 Sept. 2019, www.theatlantic.com/ideas/archive/2019/09/richie-jackson-gay-like-me/598720/. Accessed 15 June 2023.
- Gierz, Krissie. "Before I Met the Monster." *Bookmarked : Teen Essays on Life and Literature from Tolkien to Twilight*. Edited by Ann Camacho, Minneapolis, Free Spirit Publishing, 2012, pp. 120-124..
- Golding, William. "Thinking as a Hobby." *75 Readings : An Anthology*. New York, McGraw Hill, 1997, pp. 163-171.

- Goodwin Parker, Jo. "What Is Poverty?" 75 Readings : An Anthology. New York, McGraw Hill, 1997, pp. 137-141.
- Gould, Stephan Jay. "Sex, Drugs, Disasters, and the Extinction of Dinosaurs." 75 Readings : An Anthology. New York, McGraw Hill, 1997, pp. 409-418.
- Hice, Gregory. "All We Have to Decide." Bookmarked : Teen Essays on Life and Literature from Tolkien to Twilight. Edited by Ann Camacho, Minneapolis, Free Spirit Publishing, 2012, pp. 38-41.
- Ignatius, Derek. "I Am a Red Balloon." Bookmarked : Teen Essays on Life and Literature from Tolkien to Twilight. Edited by Ann Camacho, Minneapolis, Free Spirit Publishing, 2012, pp. 187-190.
- Lessing, Doris. "Group Minds." Writing & Reading : Across the Disciplines. Edited by Laurence Behrens, Leonard J. Rosen, Jaqueline McLeod Rogers, and Catherine Taylor, Toronto, Pearson Longman, 2007, pp. 210-213.
- Liben, Kevin. "The Last Retailer in Canada?" Writing & Reading : Across the Disciplines. Edited by Laurence Behrens, Leonard J. Rosen, Jaqueline McLeod Rogers, and Catherine Taylor, Toronto, Pearson Longman, 2007, pp. 119-121.
- Pamula, Awhile. "Gone Away." Bookmarked : Teen Essays on Life and Literature from Tolkien to Twilight. Edited by Ann Camacho, Minneapolis, Free Spirit Publishing, 2012, pp. 73-77.
- McDonald, Arche. "Nothing Beats a Failure." Bookmarked : Teen Essays on Life and Literature from Tolkien to Twilight. Edited by Ann Camacho, Minneapolis, Free Spirit Publishing, 2012, pp. 111-115.
- Trumble, Jessica. "By Any Other Name." Bookmarked : Teen Essays on Life and Literature from Tolkien to Twilight. Edited by Ann Camacho, Minneapolis, Free Spirit Publishing, 2012, pp. 51-54.
- Viorst, Judith. "The Truth About Lying." 75 Readings : An Anthology. New York, McGraw Hill, 1997, pp. 203-209.

Books:

- Beynon, William. Luutigm Hoon : Honouring the Salmon : Teacher's Resource Guide. Prince Rupert, B.C., Tsimshian Nation, School District 52 (Prince Rupert), 2002.
- First Nations Education Council, and Kenneth Campbell. Persistence and Change. Prince Rupert, Tsimshian Nation and School District 52 (Prince Rupert), 2005.

Course Readings – Unit III (Debate and Argumentation)

- Coates, Kenneth. The Indian Act and the Future of Aboriginal Governance in Canada : Research Paper for the National Centre for First Nations Governance. West Vancouver, National Centre for First Nations Governance, 2008.
- Government of Canada, Department Of Justice. Canada's System of Justice. Ottawa, Dept. Of Justice Canada, 1993.
- Government of Canada, Public Services and Procurement Canada. Our Country, Our Parliament : An Introduction to How Canada's Parliament Works. Ottawa, Publications.gc.ca, 2002.

Course Readings – Unit IV (“Renaissance”)

- Shakespeare, William. *Measure for Measure*. Edited by Barbara A. Mowat and Werstine, New York, Simon and Schuster, 1997.
- Thrasher, Thomas. “First the Globe, Then the World.” *The Importance of William Shakespeare*. San Diego, Lucent Books, 1999, pp. 48-63.
- Shapiro, James. “A Great Blow in Ireland.” *A Year in the Life of William Shakespeare : 1599*. New York, Harper Perennial, 2005, pp. 43-57.
- Hurston, Zora Neale. “Sweat.” *The Oxford Book of American Short Stories*. Oxford, Oxford University Press, 1992, pp. 999-1011.
- Hurston, Zora Neale. “The Gilded Six-Bits.” *The Oxford Book of American Short Stories*. Oxford, Oxford University Press, 1992, pp. 1011-1019.
- Larsen, Nella. *Passing*. New York, Alfred A Knopf, 1929.
- Hughes, Langston. “Thank You M’am.” *CommonLit*, www.commonlit.org/en/texts/thank-you-m-am.
- Du Bois, W. E. B. “Strivings of the Negro People.” *The Atlantic*, *The Atlantic*, Aug. 1897, www.theatlantic.com/magazine/archive/1897/08/strivings-of-the-negro-people/305446/.

Course Films – Unit IV (“Renaissance”)

- All Is True
- Measure for Measure
- Malcom X
- Dreamgirls