

Welcome Letter to Families

Dear Parents and Guardians:

I am your child's English teacher this term. This letter is to introduce myself to you and to let you know how to contact me. The other side of this letter includes information about the course readings and films/plays. Ratings of the course films are provided. You can view a list of all the readings at the course website as well.

1. You can learn more about the class at this website: **TomKertes.ca**. Assignments and study guides are posted there. I also regularly post notes, photos of the board, and other information.
2. The best way to reach me is either by phone/text at **778-884-5343** or by email at tomkertes@sd52.bc.ca. Text is usually the fastest and easiest way to reach me, especially during the school day. I prefer open communication with families, and I am happy to support your child in their learning at school. Please feel free to text, email, or call me with any questions and concerns. Thanks!
3. **You are invited to an informal family meet and greet on Thursday Feb. 8 from 6-9 PM in room 308.** Please feel free to stop by anytime between 6-9 PM. ***There is no need to make an appointment.*** Many families use this time to share information about their child with me or to ask about supports that I can provide for the student. It helps me to know this information at the start of the term.
4. **You will also be invited to attend your child's Student-Led Conference, which is offered in the evening (6-9 PM) on the nights of Apr. 15-18 and during the school day on Apr. 22.** More information about how to sign up for a Student-Led Conference will be emailed to you later in the term. Student-Led Conferences for English class are different from, and are in addition to, the regular S/P/T Interviews that are held (for all classes) in early March. You are welcome to attend both an S/P/T Interview and a Student-Led Conference. Each student is required to complete a Student-Led Conference as part of the course, either in the evening or during the school day on Apr. 22. If you cannot attend your child's Student-Led Conference, your child can fully complete this assignment using the alternate format.

Important dates for families are summarized on the other side of this letter.

Mr. Kertes

PARENT/GUARDIAN SIGNATURE – YES, I GOT THIS LETTER...

Student Name: _____

Course: _____ Period: _____

My child shared this letter with me.

Parent/Guardian Signature: _____

Students: Please bring back the signed welcome letter as Homework #1. It is due either Thursday Feb. 1 or Friday Feb. 2 (the first day you have class after Wednesday Jan. 31). Thank you.

<u>MEET AND GREET</u> Drop-In Meet and Greet for English class	<u>STUDENT-LED CONFERENCES</u> Student-Led Conferences for students in English	<u>PROGRESS REPORTS</u> Informal Learning Updates for English	<u>MAKE-UP DAYS</u> Catch-Up Afternoons for English Class + School Make-Up Days
Informal Meet and Greet on Thursday Feb. 8 from 6-9 PM in room 308 at CHSS – <i>no need to RSVP</i> (please stop by anytime between 6-9 PM to ask questions, share information, introduce yourself, etc.)	Apr. 15-18 or Apr. 22 Apr. 15-18: 6-9 PM Apr. 22: daytime	Informal Learning Update #1 – Mar. 4 (emailed home only if a student has an IE – insufficient evidence)	Catch-Up Day #1 (if expository essay is late – was due Mar. 4) Early Release Day of Tu. Mar. 5 (afternoon)
	An email with more info on how to <i>schedule an appointment</i> for the conference will be sent by email to families - after spring break.	Informal Learning Update #2 – Apr. 8 (emailed home for all the students in the class)	Catch-Up Day #2 (if expository essay is late – was due Mar. 4) Early Release Day of Th. Mar. 7 (afternoon)
	These conferences are part of the research process and help students plan and prepare for their essays and other assignment. Completion of a Student-Led Conference is part of the overall grade for the course. Students write a report as part of the conference, helping them assess their own learning.	Informal Learning Update #3 – May 10 (emailed home only if a student has an IE – insufficient evidence)	Make-Up Day #1 Mon. April 22 CHSS-wide mid-term make up day (to complete missing work, view any of the required films that were missed, finish tests/exams, etc.)
		Informal Learning Update #4 – June 14 (emailed home for all the students in the class)	Make-Up Day #2 Mon. June 24 CHSS-wide end-of-term make up day (to complete missing work, view any of the required films that were missed, finish tests/exams, etc.)

Novels/Scripts: The class reads *Keeper'n Me* (Richard Wagamese) together, as part of the textual analysis unit. Each student also chooses a novel based on criteria related to the course themes of *place, language, interests, and being*. This is novel is part of a novel study assignment.

Films/Plays: We view these films as a class, as part of the expository essay and to prepare for a textual analysis test section: *SGaawaay K'uuna* (rated **PG**), *Daughters of the Dust* (rated **not rated**), *Smoke Signals* (rated **PG**) Films are provided as material for the expository essay and textual analysis essay.

Warnings and context are provided for sensitive topics or situations depicted in the stories or other media presented in class. If you or your child prefers that they not watch a film or scene or not hear a story, or part of a story, an alternative is provided (without penalty). Please let me know to arrange this for your child if you wish.

A complete list of the short stories, essays, poems, and other readings for the course is at **TomKertes.ca**.