

## FORMATIVE AND SUMMATIVE ASSESSMENTS

Go to **TomKertes.ca** to learn more about marking and grading. Assignments and assessments are posted at the website. There you can find and download the progress report template, overview of grades, rules, and routines, etc.

### **MAJOR ASSIGNMENTS**

- **Due Mar. 1:** Short Story Report - Write a report that compares/contrasts *The Laundry Basket* and *One Good Man*
- **Due Mar. 4:** Expository Essay - Write an expository essay about love (as an idea) - reflecting on course texts
- **Due Mar. 8:** Poetry Reflection Report - Read poetry packet (your choice) and write a report about the poems
- **Due Apr. 12:** Student-Led Conference Report – Report on your goals, work quality, and progress in the course
- **Due Apr. 15** or Apr. 17: My Story Presentation – Tell your story
- **Due Apr. 18:** Self-Assessment Report – Use the Levels of Analysis and Five Fs to assess your learning
- **Due May 9:** Textual Analysis Essay - Write a textual analysis essay about *The Outsiders* (novel **or** film)
- **Due May 9:** Novel Study Report - Read a YA romance novel (from class library) and write a short summary of it
- **Due June 3 or June 5:** Future of Writing Presentation - Use AI to write a YA romance story (group project)
- **Due June 6:** Future of Writing Self-Assessment Report – Reflect on your group project and conduct market analysis
- **Due June 17:** Biography Report – Write a 750-word report about Christopher Marlow or Bayard Rustin

### **UNIT TEST & EXAMS**

<b>March 11-15</b>	Mid-Term Exam	Form, Filler, and Flow
	In-Class Writing Test #1	Write an expository essay on an idea that relates to a theme (or a connected topic or subtopic) common to <i>Romeo and Juliet</i> , <i>All Is True</i> and <i>Shakespeare in Love</i>
	Learning Story Test #1	Connect your own learning to a system of knowledge
<b>May 13-16</b>	Unit Test	Focus and Feeling
	In-Class Writing Test #2	Write a textual analysis essay on <i>One Good Man</i> , <i>The Laundry Basket</i> , <i>Promise, Sweat</i> , or <i>Haida Gwaii</i> and include a connection (a theory of narrative) from <i>The Narrative Construction of Reality</i> , <i>A Million Porcupines Crying in the Dark</i> , or <i>Conversations with Canadians</i>
<b>June 17-21</b>	Final Exam	Writing As Thinking Made Visible, Systems-Thinking, Writing as a System
	Learning Story Test #2	Apply the Levels of Analysis to your own learning this term (focusing on theories of human development and theories of narrative as they relate to you – why they matter to you)
	In-Class Writing Test #3	Write an expository essay on an idea that relates to a theme that connects <i>Measure for Measure</i> with one of the following other texts: <i>Your Temporary Santa</i> , <i>Midnights</i> , <i>Your Gilded Six Bits</i> , <i>Sweat</i> , <i>Passing</i> , or <i>Boys Are Different</i>

### **OTHER ASSESSMENT - HOMEWORK & QUIZZES**

Homework is due weekly on most Fridays (ending after the Victoria Day long weekend). Write a short reflection on the poetry of the week. You also have the option of entering a skip-the-work draw. If your name is drawn, read that week's poem (or poems) aloud to the class and then skip homework for the week. The draw is held Mondays. The readings are on Fridays. The homework is posted at **TomKertes.ca**.

Quizzes are on most Mondays (for the first part of the course). There are no quizzes as we shift to major assignments and the final exam preparations (later in the course). Each quiz reviews the main concepts from the week before. The study questions for the next week's quiz are provided most Mondays. A review lesson for each quiz is usually provided the Friday before the quiz. Be sure to ask a friend for notes if you miss the review lesson. Study guides and lesson notes are posted at **TomKertes.ca**.

# English 9 Term 2 2023-24 (Mr. Kertes)

[tomkertes@sd52.bc.ca](mailto:tomkertes@sd52.bc.ca) 778-884-5343 TomKertes.ca

### COURSE OUTLINE



Scene from *Measure for Measure*, performed live at the Globe Theatre in London.

### THEME AND HIGHLIGHTS

#### *“The Power of Love”*

- Read and view stories about power and romance – from Elizabethan times to modern times
- Learn how to study texts using textual analysis – read between the lines
- Write a YA romance “novel of the future” using AI – and plan to make it a best seller, using “robot-generated” marketing advice

### COURSE OVERVIEW & CORE COMPETENCIES

Read, speak, and hear literature of the Ts'msyen, Stó:lo, Spokane, Scottish, Ojibwe, Nisga'a, Métis, Mexican, Mi'kmaq, Inuit, Heiltsuk, Haisla, Haida, English, Dene, Coeur d'Alene, Cherokee, Canadian, American, and African American peoples. Improve your reading, writing, speaking, and listening skills. Learn about the literature of the English Renaissance and the Harlem Renaissance. Read popular fiction and learn about the “future of writing” by using AI as a tool to create popular fiction to sell books, entertain people, and shape culture. Read a variety of both fiction and non-fiction texts, including texts from Coastal First Nations and other places – local and global, traditional and contemporary, Western and Indigenous, etc. Learn how to write a high school expository essay and textual analysis essay. Use theory to think and use writing to help you think systematically and with clarity and sound reasoning. Read and write memorable poems that matter to you.

You will also learn the following core competencies: (1) communication, (2) thinking, and (3) personal and social, by applying the knowledge, skills, processes, and dispositions that are associated with interactions with others, intellectual development, and your place in the world of people and ideas. A list of all learning goals, competencies, and skills is at **TomKertes.ca**.

The welcome letter to parents and guardians, information on course texts for parents and guardians, and details on grading, rules, routines, etc. is also available at the course website. Check out “News and Updates” for photos of the board and updates throughout the term on assignments, upcoming assessments, etc.