

HOMework & QUIZZES

English 9 - Term 2 (2023-24)

Sample Completed Work

Weeks 1-3

Jan 30 to Feb 14, 2024

#	Quiz Date	Description/Title	Self-Mark
1	Feb 5	Five Fs and Levels of Analysis	S
2	Feb 12	Theory and Six Stages of Writing	S
3	Feb 26	Levels of Analysis and Zone of Proximal Development	
4	Mar 4	Elements of a System	
5	Apr 8	Five Fs, LOAs, Theory, Systems, and Six Stages of Writing	
6	Apr 15	Focusing Question, Thesis, and Title	
7	Apr 29	Thinking Made Visible	
8	May 6	Elements of Narrative and Literary Devices	

#	Homework Due Date	Description/Title	Self-Mark
1	Feb 7	Signed Note from Family	C
2	Feb 2	<i>Doesn't Every Poet Write a Poem about Unrequited Love?</i>	C
3	Feb 9	<i>Stop all the clocks (Funeral Blues)</i>	C
4	Feb 23	<i>He Likes to Dance</i> and <i>Like a Prayer</i>	
5	Mar 1	<i>Crow Song</i> and <i>Bring the Boys Home</i>	
6	Mar 8	<i>The Negro Speaks of Rivers</i> and <i>Mister Mandela</i>	
7	Apr 5	<i>Backdrop Addresses Cowboy</i> and <i>The Ballad of Blaspheous Bill</i>	
8	Apr 12	<i>Born again indian</i> and <i>The Shooting of Dan McGrew</i>	
9	Apr 26	<i>The More Loving One</i> and <i>the duke of windsor</i>	
10	May 3	<i>beware: do not read this poem, Wen net ki'l, and the mountains...</i>	
11	May 10	<i>Wild Geese, In the Secular Night, and Morning Awakening</i>	

English 9 (Mr. Kertes) Welcome Letter to Families

TomKertes.ca



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: Tyler Robinson

Course: English 9 Period: 2

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.)	<p>Apr. 15-18 or Apr. 22 Apr. 15-18: 6-9 PM Apr. 22: daytime</p>	<p>Informal Learning Update #1 – Mar. 4 (emailed home only if a student has an IE – insufficient evidence)</p>	<p>Catch-Up Day #1 (if expository essay is late – was due Mar. 4) Early Release Day of Tu. Mar. 5 (afternoon)</p>
	<p>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.</p>	<p>Informal Learning Update #2 – Apr. 8 (emailed home for all the students in the class)</p>	<p>Catch-Up Day #2 (if expository essay is late – was due Mar. 4) Early Release Day of Th. Mar. 7 (afternoon)</p>
	<p>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.</p>	<p>Informal Learning Update #3 – May 10 (emailed home only if a student has an IE – insufficient evidence)</p>	<p>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.)</p>
		<p>Informal Learning Update #4 – June 14 (emailed home for all the students in the class)</p>	<p>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.)</p>

Novels/Scripts: The class reads *The Outsiders* (S.E. Hinton) together, as part of the textual analysis unit. Each student also chooses a novel from a class library of young adult (YA) romance novels, as part of the future-of-writing unit. They will write a YA romance novel, using AI, and develop a marketing plan as part of a group.

Films/Plays: We view these films as a class, as part of the expository essay and to prepare for a textual analysis test section: *William Shakespeare's Romeo + Juliet* (rated **PG**), *All Is True* (rated **PG**), *Shakespeare in Love* (rated **14A** – 2 scenes with sexual content are skipped over, 1 additional scene with brief nudity is not skipped over, students are warned before the scene and provided an alternative to viewing it if they wish), *Measure for Measure* (play by Shakespeare performed at the Globe Theatre), and *Passing* (rated **PG**). Films are provided as material for the expository essay and textual analysis essay. If you or your child prefers that they not watch a film or scene, 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**.



Tyler Robinson
English 1(2)
2-2

Homework #2 - Unrequited love?...

④ The flowers

I wanted to bring to you,
wild and wet
from the pale dunes

and still smelling
of the summer night,
and still holding a moment or two
of the night crickets

humble prayer,
would have been
so handsome
in your hands -

so happy - I dare to say it -
in your hands
yet your smile
would have been nowhere

and maybe you would have fossed them
on to the ground,
or maybe, for tenderness,
you would have taken them

into your house
and given them water
and put them in a dark corner
out of reach.

In matters of love
of this kind
there are things we long to do
but must not do.

I would not want to see
your smile diminished.

And the flowers any way,
are happy just where they are,

on the pale dunes,
above the cricket's humble nest,
under the blue sky
that loves us all.

⑦ One thing to not do when in love with someone who loves you not is to tell them. Don't tell any one!

The person in the poem is happy to be in love but sad to not be loved back.

Yes, they are acting like they really love the other person because they are putting the other person's feelings into how they respond. This shows respect.



Tyler Robinson
English 9 (2)
2-5

Quiz #1 Five Fs and Levels of Analysis

- ① The five fs are focus, form, filler, flow, and feeling.
- ② The levels of analysis are meta cognition, reflection, connection, explanation, and description.
- ③ Mr. Kertes and Mr. Budning developed the five fs and the Levels of Analysis.
- ④ The five fs and Levels of Analysis were developed to help students use writing as a system for rigorous thinking.

⑤. The Five fs and Levels of Analysis were developed by noticing common mistakes made by students who were learning how to write high school essays.

⑥. Writing is a system that helps develop strong and effective thinking because writing is a bunch of parts that work together and do more together than the parts would do on their own. The elements of any system are components (including sub components), inputs, outputs, boundaries,

and functions. These elements work together. Writing includes all these elements. One function of writing, as a system, is making thinking visible. The parts of the system include the five Fs, the Levels of Analysis, systems thinking, and the six Stages of writing. Each of these parts is also a sub system that is made up of other parts — all working together. The knowledge that this system helps you produce makes you powerful and help you transform your realities.



Tyler Robinson
English 9 (2)
2-9

Homework #3 - Stop All the Clocks

- ① The video #1 is of a man reading the ~~of~~ poem.
- ② The video #2 is a girl reading the poem with a cartoon showing the images of the poem.
- ③ The video #3 is a man reading the poem at a funeral in the movie "Four Weddings and a Funeral."
- ④ The biggest difference between video #1 and #2 is that one video

is just the words and the other shows images with the poem.

⑤ Video one focuses on the language and words and therefore 'has no images. Video two focuses on the images instead.

⑥ The man reading the poem was the dead man's partner and he was deeply in love with his now dead partner.

⑦ I narrator in the poem was in love with the man who died. When I hear the poem, Auden is the narrator. This poem is to his lover.



Tyler Robinson
English 9 (2)
2-12

Quiz #2 Theory and Six Stages of Writing

- ① The Five Fs are focus, form, filler, flow, and feeling.
- ② The Levels of Analysis are meta cognition, reflection, connection, explanation, and description.
- ③ The Six Stages of writing are wondering stage, preparing stage, planning stage, drafting stage, revising stage, and publishing stage.

④ Theory is an explanation for how and why things are as they are. It is a systematic and rigorous process for understanding and explaining reality. The scholarly definition of theory is opposite of hunch or guess, as a theory must explain reality (as best as possible).

⑤ Why is theory important to the writing process?

⑥ See answer # 4.

⑦ Theory is important because it provides a system for

understanding and explaining reality.

It helps produce knowledge that is useful and keep help solve problems.

⑧. You develop a theory about a topic by working through the six stages of the writing process.

You gather evidence and think systematically about a focusing question. Your answer to a focusing question should be a theory that explains your answer.

It must make sense. You will show that it makes sense with

filler — facts, data, quotes,
examples, stories, ideas, etc.

(9) See answer #3.

(10) You use the six stages of
writing by working through each
step in the correct order.

Writing is a step-by-step
process. Each step is a
small step. But you cannot
skip steps, as all steps are
essential. Follow the process
and you write a good paper.
Skip the process and you
write a bad paper. A good

paper explains a theory and supports the theory with solid reasons and other filler that makes sense and supports the point of your paper.

(ii) You use the six stages of writing because they help you think. The stages help you ask the right questions, find answers that make sense, understand what you are studying, and then prove that you did all this by explaining the point of your paper. The six stages

of writing are systematic and rigorous. They therefore support the development of a theory.

(12) Writing is a system made up of several subsystems that work together to make writing visible. I will describe the system, explain how it works, and reflect on its value to novice scholars, including high school students who want to learn how to use the power of writing to get what they want for themselves and their community. The system is

made of these subsystems: Five ~~Fos~~,
~~Levels~~ Levels of Analysis, Systems-Thinking
(Theory), and the Six Stages of
writing. These subsystems produce a
rigorous process for systematic thinking,
helping you come up with theories
that explain how and why things
are like they are. Theories explain
reality. The subsystems interact.

For example Focus is connected to
Explain-level. Both of these components
are connected to the tool of
a thesis. Your paper focuses on
its thesis. Your thesis explains a

theory (or theory-based explanation).

The system works by making thinking visible through the step-by-step process of the Six Stages of writing.

The first stage is wondering.

You ask Levels of Analysis questions and do research at this stage.

Research is usually reading

the theories and observations

of others but it also requires

original fact finding. Wondering

and describing are connected

and are both fundamental first steps.

After wondering, you prepare by using a focus funnel and writing a focusing question. A focusing question asks how or why. It helps you develop your thesis. The focus funnel narrows your paper's focus by selecting a theme, topic, subtopic, focusing question, thesis, key ideas, and title. Once prepared, you plan. Planning requires note taking and outlining. Then you draft. Next you revise. Finally, you publish.

This process is valuable because it breaks writing down to each component, helps you focus, and shows you how to complete a good paper one step at a time. It also helps the novice scholar know the point of writing — to understand, to explain, to think, and to make thinking visible. When you use theory you are able to understand reality. This lets you solve problems, respond to things in reality and be powerful.