

English 9 Course Outline (2024-25)

Mr. Kertes – Charles Hays Secondary School – Room 308 – <https://tomkertes.ca>

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, textual analysis essay, etc.). Read and write poetry. Read the literature, hear the stories, and learn from the experiences of the Ts'msyen and other societies, including the Stó:lo, Spokane, Mexican, Mi'kmaq, Inuit, Heiltsuk, Haisla, Haida, English, Coeur d'Alene, Cherokee, Canadian, American, and African American peoples. Develop the core competencies of (1) communication, (2) thinking, and (3) personal/social by learning how to communicate and collaborate with others, reflect on and express ideas, and build relationships with your community and the world.

Communication

The course webpage is available at <https://tomkertes.ca>. Notes, study guides, rubrics, and other materials are posted at this site. The course calendar will be posted early in the term. Homework prompts are also posted on the website.

Students – Contact Mr. Kertes	Parents/Guardians – Contact Mr. Kertes
<ul style="list-style-type: none">- Email: tomkertes@sd52.bc.ca- Text: 778-884-5343 (school related matters only) <p>Mr. Kertes is available for homework help (and make ups) most mornings from 7:45 AM to 8:30 AM and every other Wednesday after school. Please feel to make an appointment (to ensure that he will be there) or drop by (just in case he is available).</p> <p>Students may email or text with questions or requests for help. Students may not call Mr. Kertes at this number, unless an appointment has been made in advance with parent/guardian approval.</p>	<p>The best way to reach me is by text, especially during the school day. Feel free to contact me evenings and weekends if you have a question or your child needs support. I prefer to help as soon as needed (when possible) as this usually is the fastest option. If I am unavailable, I will get back to you as soon as possible. Thanks!</p> <ul style="list-style-type: none">- Email: tomkertes@sd52.bc.ca- Text/phone: 778-884-5343 (parents/guardians – feel free to text or call) <p>Information for parents and guardians is provided at https://tomkertes.ca and this includes information on the start of semester meet and greet, homework help, progress reports, S/P/T interviews, catch up afternoons, make up days, and student led conferences.</p>

Supplies and Materials

1. Pencil and pen (blue or black ink)
2. Spiral bound notebook (for your journal – this should be dedicated for this class, stays in portfolio)
3. Lined paper
4. 3-ring binder (can be used with other classes)

You should bring a pencil, journal, lined paper, and 3-ring binder every day to class. Please let Mr. Kertes know if you need supplies. Supplies, especially the journal spiral bound notebook, can be provided if requested. Please do not bring your backpack to class. Texts are provided in-class and may be checked out for use at home.

Assessment and Evaluation

Marks

IE	P	C		
	ATTEMPTED	ON TRACK	COMPLETED	
	1	2	3	4
Insufficient Evidence	Initial Understanding	Partial Understanding	Complete Understanding	Sophisticated Understanding
Low Quality	Minimal Quality	Satisfactory Quality Good Quality	Very Good Quality Excellent Quality	Outstanding Quality

Learning Updates

Student learning is assessed and evaluated based on the assignments, quizzes, and tests, in relation to the course learnings that are posted at <https://tinyurl.com/226vjnbb>. Students may redo assignments, quizzes, and tests without penalty. Late work is accepted without penalty. Emphasis is on learning by applying and practicing the skills and concepts. Individual supports are provided throughout the term. Grades and learning updates reflect the B.C. Learning Update Order that is posted at <https://tinyurl.com/yd5hrzyt>. Formal and informal learning updates are provided throughout the term. More information about the meet and greet, student-led conference, S/P/T interviews, and updates is provided by email to parents/guardians and covered in class at the start of the semester.

Overview – In this course you will:

1. Read, speak, and hear literature of the Ts'msyen, Stó:lo, Spokane, Mexican, Mi'kmaq, Inuit, Heiltsuk, Haisla, Haida, English, Coeur d'Alene, Cherokee, Canadian, American, and African American peoples.
2. Improve your reading, writing, speaking, and listening skills.
3. Learn about the literature of the English Renaissance and the Harlem Renaissance.
4. 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.
5. 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.
6. Learn how to write a high school expository essay and textual analysis essay.
7. Use theory to think and use writing to help you think systematically with clarity and sound reasoning.
8. You will also learn the following core competencies:
 - a. communication,
 - b. thinking, and
 - c. personal and social.

Homework – Complete about twenty minutes of homework for about half of the weekdays of the term (there are fifty homework exercises, out of ninety school days for the term). Use the prompts provided (at the beginning of the term and posted on the website). Work in the order of the prompts. You should attempt at least half (1-25) of the homework prompts to achieve an *Emerging* (EMG) or higher grade for the course. You must complete all the

homework (1-50) to achieve a grade of *Developing* (DEV) or higher for the course. Homework answers are marked: *Not Completed* (N), *Attempted* (P), and *Completed* (C).

Journal – At the start of class (most days) you will write for a set amount of time (usually five or ten minutes but sometimes more) in response to a different prompt for the day. This exercise helps you focus on the main concepts and helps you to be prepared for upcoming assignments and/or assessments. On other days, you will read silently from your novel study book – to use on Quiz 7 and Essay 2 – or participate in a mindfulness/thinking exercise. Journal entries are marked: *Not Completed* (N), *Attempted* (P), and *Completed* (C). You must complete at least 75% of the journal entries to achieve a grade of *Developing* (DEV) or higher for the course.

Quizzes 1-6 – View the following films (in-class) and then complete a quiz for each film (completed/corrected quizzes may later be used for open note tests on the films).

THEME: THE POWER OF LOVE – TRANSFORMATION

1. **Quiz 1:** *William Shakespeare's Romeo + Juliet* (Baz Luhrmann)
2. **Quiz 2:** *The Outsiders* (Francis Ford Coppola)
3. **Quiz 3:** *The Giver* (Phillip Noyce)

THEME: AN EYE FOR AN EYE – JUSTICE

4. **Quiz 4:** *All Is True* (Kenneth Branagh)
5. **Quiz 5:** *Sgaawaay K'uuna* (Gwaii Edenshaw and Helen Haig-Brown)
6. **Quiz 6:** *Measure for Measure* (William Shakespeare)

Quizzes are marked: *Not Completed* (N), *Attempted* (P), and *Completed* (C). Please note that there are some pop quizzes and “quick quizzes” as well.

Unit I Test – Write a series of short descriptions that compare and contrast the films (closed note) (*William Shakespeare's Romeo + Juliet*, *The Outsiders*, *The Giver*). The Unit I Test is marked: *Not Completed* (N), *Attempted* (P), and *Completed* (C). You must complete the test to achieve a grade of *Developing* (DEV) or higher.

Essay 1 – Write an expository essay on any idea with a connection to the *idea of love* – in relation to the first three films of the course (*William Shakespeare's Romeo + Juliet*, *The Outsiders*, *The Giver*). You will turn in three drafts, an outline, notes, and other materials for this assignment. Essays are marked according to the English 9 Essay Rubric – using these marks: *Insufficient Evidence* (0), *Initial Understanding – Passing* (1), *Partial Understanding – On Track* (2), *Complete Understanding – Complete* (3), and *Sophisticated Understanding – Extending* (4).

Key Concepts Test – Explain how to understand and explain complex and important ideas using the writing process, theory, and scholarship – in ways that to matter to you and your community.

7. *Rainwriters' Style Guide – Grade 9* (Tom Kertes)
8. *Introduction to Writing a High School Essay* (Juno Pappas)
9. *Know the Zone: Applying Vygotsky's Theory for Effective Metacognitive Analysis* (Juno Pappas)
10. *How to Make Thinking Visible Using Theory, Models, and Essays* (Tyler Robinson)
11. *From Oral to Written: A Celebration of Indigenous Literature in Canada, 1980-2010* (Tomson Highway)

The Key Concepts Test is marked: *Not Completed* (N), *Attempted* (P), and *Completed* (C). You must complete the test to achieve a grade of *Developing* (DEV) or higher.

Learning Story Test Part 1 – Write about how the theme of *power of love* relates to you and the “what, how, and why” of your learning so far this term (in relation to this theme).

12. *Where Do We Go from Here: Chaos or Community?* (Martin Luther King, Jr.)
13. *Mister Mandela* (Lee Maracle)
14. *The Negro Speaks of Rivers* (Langston Hughes)
15. *One Good Man* (Sherman Alexie)
16. *Blues Singer* (Duncan Mercredi)
17. *Potlatch as Pedagogy: Learning Through Ceremony* (Sara Florence Davidson and Robert Davidson)

Learning Story Tests are marked according to the EFP11 Essay Rubric – using these marks: *Insufficient Evidence* (IE), *Initial Understanding – Passing* (P), *Partial Understanding – On Track* (T), *Complete Understanding – Complete* (C), and *Sophisticated Understanding – Extending* (X).

Student Led Conference – Complete a self-assessment report and a learning plan, share your report and plan with your family (or with a peer) (this includes sharing your portfolio, discussing the writing process, and reflecting on your progress so far this term). The Student Led Conference report and learning plan is marked: *Not Completed* (N), *Attempted* (P), and *Completed* (C).

Midterm Essay (in-class) – Write a textual analysis essay on one of the following texts (your choice of text).

18. *The Laundry Basket* (Lee Maracle)
19. *Haida Gwaii* (Thomas King)
20. *Passing* (Nella Larson)
21. *The Gilded Six-Bits* (Zora Neale Hurston)
22. *Sweat* (Zora Neale Hurston)
23. *Thank You, M'am* (Langston Hughes)

Essays are marked according to the English 9 Essay Rubric – using these marks: *Insufficient Evidence* (0), *Initial Understanding – Passing* (1), *Partial Understanding – On Track* (2), *Complete Understanding – Complete* (3), and *Sophisticated Understanding – Extending* (4).

Quiz 7 – Read a young adult romance novel from the class set of thirty choices as part of the Future of Writing Presentation. Then take a quiz to demonstrate that you have read and understand the key selling features of the book (for the purpose of publishing it, another book like it, or better – likely to be more profitable – book like it). You choose your book for this quiz and project (each book is assigned to a specific seat/desk). Other YA romance novel choices are available. Quizzes are marked: *Not Completed* (N), *Attempted* (P), and *Completed* (C).

24. Class set of YA romance novels (<https://tinyurl.com/4j7urcj8>)

Unit II Test – Use selected historical texts (both primary and secondary) and then apply reading strategies to research the English Renaissance. Choose an “historical thinking” research topic (*continuity and change*, *historical perspective*, or *compare and contrast*) for a research paper that describes how English society changed over the course of Shakespeare’s life, explains how people in Shakespeare’s times understood the themes and topics of his plays (in the context of their time and place), how Shakespeare understood ancient history, or that compares and contrasts the English Renaissance and the Italian Renaissance. Papers are marked according to the English 9 Essay Rubric – using these marks: *Insufficient Evidence* (0), *Initial Understanding – Passing* (1), *Partial Understanding – On Track* (2), *Complete Understanding – Complete* (3), and *Sophisticated Understanding – Extending* (4).

Essay 2 – Write a textual analysis essay on *Romeo and Juliet*, *The Outsiders*, or *The Giver* (your choice of play or novel). Essays are marked according to the English 9 Essay Rubric – using these marks: *Insufficient Evidence* (0), *Initial Understanding – Passing* (1), *Partial Understanding – On Track* (2), *Complete Understanding – Complete* (3), and *Sophisticated Understanding – Extending* (4).

Learning Story Test Part 2 – Develop and describe a theory of narrative that explains how narrative is constructed and/or how narratives help construct how we perceive ourselves and our realities – using the passages and chapters provided.

25. Class set of “Very Short Introduction” books (selected titles vary based on student interests)

Learning Story Tests are marked according to the English 9 Essay Rubric – using these marks: *Insufficient Evidence* (0), *Initial Understanding – Passing* (1), *Partial Understanding – On Track* (2), *Complete Understanding – Complete* (3), and *Sophisticated Understanding – Extending* (4).

Future of Writing Presentation – Working as part of a group (of your choice), develop a marketing plan and book proposal that will result in an instant best seller and help you and your team get a big bonus from the YA publishing division where you work, applying the models, systems, and processes of this course. You will use only AI to write your materials, make your book cover, write a bio of your author, and develop your business plan. In addition, you will create social media content using both AI and your group members. This project connects to the novel you read for Quiz 7. There are three parts to this assignment for marking: Part 1 – Business Plan, which is marked *Not Completed* (N), *Attempted* (P), and *Completed* (C); Part 2 – Research Notes, which are marked *Not Completed* (N), *Attempted* (P), and *Completed* (C); and Part 3 – Presentation/Discussion Participation, which is marked *Not Completed* (N), *Attempted* (P), and *Completed* (C). You must present and take part in discussion for a *Completed* (C) mark.

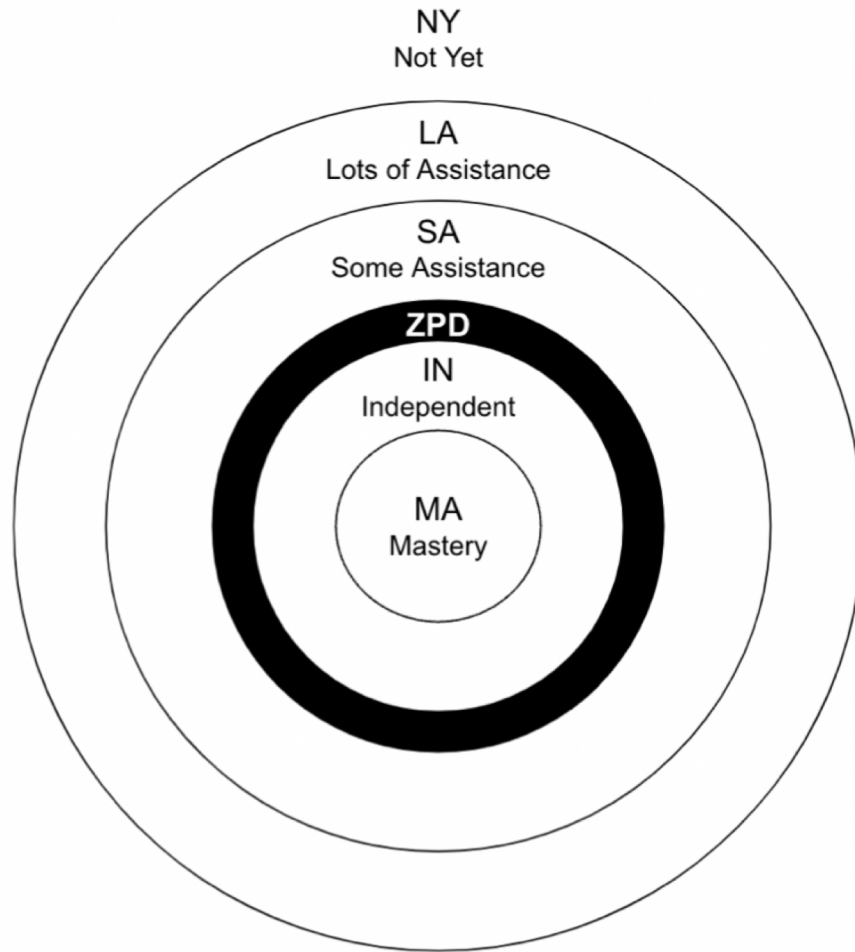
Key Concepts Summary Test – Explain how to understand and explain complex and important ideas using the writing process, theory, and scholarship in ways to matter to you and your community (closed note). Some passages from the various course texts – above – will be provided. The Key Concepts Summary Test is marked: *Not Completed* (N), *Attempted* (P), and *Completed* (C).

Final Exam Essay Part 1 (in-class) – Write a paper on how to write an essay, using your own work from throughout this term, various course texts, and other sources of your choice (open note) as evidence and to support your thesis. Essays are marked according to the EFP11 Essay Rubric – using these marks: *Insufficient Evidence* (0), *Initial Understanding – Passing* (1), *Partial Understanding – On Track* (2), *Complete Understanding – Complete* (3), and *Sophisticated Understanding – Extending* (4).

Final Exam Essay Part 2 (in-class) – Write a reflective analysis essay on the value of narrative (based on a theory of narrative) in relation to at least one of the films viewed in class (can be a thematic connection) and to several of the texts on narrative theory that were covered in the class so far this term. Essays are marked according to the EFP11 Essay Rubric – using these marks: *Insufficient Evidence* (0), *Initial Understanding – Passing* (1), *Partial Understanding – On Track* (2), *Complete Understanding – Complete* (3), and *Sophisticated Understanding – Extending* (4).

Learning Story Test Part 3 – Describe the role of systems thinking, models, theory, scholarship, reading, writing, speaking, and listening in shaping perception and reality, and explain how abstract theoretical ideas and processes can help shape practical policies (how we live together and how our needs are met through cooperative action at the level of a community or other polity), in relation to the course themes and texts – including texts by First Nations authors and authors of the Harlem Renaissance. Learning Story Tests are marked according to the EFP11 Essay Rubric – using these marks: *Insufficient Evidence* (0), *Initial Understanding – Passing* (1), *Partial Understanding – On Track* (2), *Complete Understanding – Complete* (3), and *Sophisticated Understanding – Extending* (4).

Self-Assessment and In-Class Student/Teacher Conferencing Chart



NY	LA	SA	Z P D	IN	MA
PREPARING	APPROXIMATING			APPLYING	
Not Yet	Lots of Assistance	Some Assistance		Independent	Mastery

Grades

IE	Passing Grade 9 Level			
	EMG	DEV	PRF	EXT
PREPARING	APPROXIMATING		APPLYING	
Insufficient Evidence	Emerging	Developing	Proficient	Extending
	Initial Understanding	Partial Understanding	Complete Understanding	Sophisticated Understanding

Grading Criteria

IE	EMERGING EMG	DEVELOPING DEV	PROFICIENT PRF	EXTENDING EXT
One or more major assignment is missing or incomplete	All major assignments are completed at level 1 or higher	All major assignments are completed at level 2 or higher	All major assignments are completed at level 3 or higher	All major assignments are completed at level 3 or 4 (term 1) and at level 4 (term 2)
One or more quiz, test, or exam is missing or incomplete (not at least attempted)	All quizzes, tests, and exams are completed at P level or higher	All quizzes, tests, and exams are completed at P level or higher	All quizzes, tests, and exams are completed at C level	All quizzes, tests, and exams are completed at C level
Less than 50% of homework is completed at P level or higher	More than 50% of homework is completed at P level or higher	More than 50% of homework is completed at C level and at least 75% of journal entries completed	All homework is completed at C level and at least 75% of journal entries completed	All homework is completed at C level and at least 75% of journal entries completed
Concepts or skills have not been demonstrated	Most important skills and concepts have been demonstrated	All work is at least minimally acceptable quality and key concepts/skills are learned (theory is approximated)	All work is at least satisfactory quality, and all concepts/skills are learned (rigorous, systematic, reading, theory is applied)	Final work is outstanding quality, all work (throughout term) is completed at excellent or higher quality, and all concepts/skills are learned (rigorous, reading, systematic, original, models used, theoretical)

Classroom Routines and Expectations

1. Please just enter the class – do not knock. Be respectful of your classmates’ time and attention. Please arrive on time. If you enter late, please come in without distracting other students.
2. Please leave your backpack in your locker or at home. There is no room in room 308 for backpack storage. You only need to bring lined paper, your spiral bound journal notebook, pencil, and optional 3-binder to class – so there is no need for your backpack anyway.
3. Cell phones, smart watches, and other distraction devices (including puppies) are not allowed in room 308. The only exception is playing music with headphones during specified work blocks (not tests).
4. There is a designated “leash free puppy park” for distraction devices (the area by corkboard) for setting up your music during a specified work block. Please respect this rule so that puppies can continue to go

out on walks during work periods – otherwise a total ban will be enforced. (Note: Puppies and other distraction devices are never allowed on test days.)

5. If your puppy or device is visible (or used, in the case of a smart watch) outside of the designated area or time, you may be asked to store it in the red box (“puppy pound”) for the rest of the period. There is no other consequence for “outlaw puppies” and the phone or other device will be returned to you at the end of class or the break.
6. There is usually a 5-minute break in the middle of class (on short days) or two 5-minute breaks (on long days). If you are late to class or if you have late or missing homework or other assignments, you may be required to use this time to catch up or make up for being late. (Note: On certain film days and on test days breaks may be cancelled.)
7. You sign yourself out to use the washroom or to go to your locker. Please complete a hall pass and sign yourself out using the white board by the door. Only one student out at a time. Please do not ask to go, just go. The hall passes are closed in the first ten minutes of class, the last ten minutes of class, and right before and right after a scheduled break.
8. There is study hall about every other Wednesday after school. You may be required to attend study hall if you have late or missing assignments (including homework) or assessments. A notice may be sent home if you need to make up missing work during a study hall session. Mr. Kertes usually arrives by 7:45 AM most mornings and can supervise make up or provide help before school. Please double check first to confirm that he’ll be at school on a given day or time (or just drop by to see).
9. Student led conferences are required. You may attend with your parent/guardian or with a peer. More information will be provided about student led conferences. These are in addition to the school S/P/T interviews. S/P/T interviews are optional.
10. Class discussions are an important part of English class and help students hear and express diverse viewpoints. Please be sure to read the class expectations on discussions at <https://tinyurl.com/34hva5sw>. We will go over this in class. Students are expected to adhere to the school Code of Conduct and SD52 policies, including the policies referenced above regarding class discussions. The Code of Conduct is posted here <https://tinyurl.com/rf5567r4>.

Please let Mr. Kertes if you need additional help or support. Individual supports may be provided. Universal and individual supports are provided for students with an Individual Education Plan, students learning English as an additional language, and for other students.

The course outline may change with revisions and/or additions if required to support student learning. Students will be notified in writing of any changes in advance.