

# ENG 9 MID-TERM EXAMS PREPARATION PACKET



**KNOW YOUR ZONE**  
OF PROXIMAL DEVELOPMENT (ZPD)



**APPLY**

**APPROXIMATION WITH INTENSIFICATION**

# Eng 9 Mid Term Exam Preparation Packet

## CONTENTS

1. Quiz 4 Study Guide
2. Quiz 4 handout (copy of the actual quiz)
3. Key Concepts Test Study Guide
4. Key Concepts Test handout (copy of the actual test)
5. Mid-Term Exam (Essay) Study Guide
6. Mid-Term Exam handout (copy of the actual exam)
7. Mid-Term Learning Story Study Guide

## TO DO – PREPARING FOR THE MID-TERM

Students already:

1. Viewed *Romeo and Juliet*, *The Outsiders*, and *The Giver*
2. Learned about theory, thesis, writing process, systems thinking, LOAs, Five Fs, Elements of a System, and 6 Stages of Writing
3. Learned the reading strategies of skip and skim, features of text, and take notes (key ideas)
4. Learned the test taking strategies of “make it stinky” and “guess and go”
5. Learned how to wonder, prepare, and plan for a paper – this includes by writing an **outline**
6. Learned how to:
  - a. Find a theme
  - b. Find a topic
  - c. Write a focusing question
  - d. Write a thesis statement
  - e. Write three supporting points
  - f. Write subpoints (three for each supporting point)
7. Studied for the Key Concepts Test (covered three class days, more review is provided)
8. Applied the writing process and wrote Essay 1 (three drafts, okay if you approximated the process)
9. Wrote Essay 1 and viewed the Essay 1 Rubric (some may have used the rubric as well)
10. Learned about “***Zone of Proximal Development***” and “***Approximation with Intensification***”

In the lead up to the mid-term students will:

1. View *All Is True* and apply textual analysis (as a class, demonstration, students take notes)
2. Read the following short stories (in-class, read aloud while students follow along)
  - a. *Haida Gwaii*
  - b. *Thank you M'am*
  - c. *Passing* (optional – read at home, we will discuss in-class as well)
  - d. *One Good Man*
  - e. *The Laundry Basket*
3. Read the following essays/speeches/book chapters (in-class, read aloud while students follow along):
  - a. *Potlatch as Pedagogy: Learning Through Ceremony* (read in clas
  - b. *Where Do We Go from Here: Chaos or Community?*

4. Read the following poems (in-class, read aloud while students follow along):
  - a. *The Negro Speaks of Rivers*
  - b. *Blues Singer*
  - c. *Mister Mandela*
5. Take notes, prepare wondering materials, plan, and have time to think about the essay for the Mid-Term Exam.
6. Prepare the Student Led Conference report

Monday	Tuesday	Wednesday	Thursday	Friday
	10/15 Study for Key Concepts Test Study for Mid Term Exam Prepare for Quiz 4 Read <i>Haida Gwaii</i> Read <i>The Negro Speaks of Rivers</i>	10/16 Start <i>All Is True</i> Start <i>Where Do We Go from Here: Chaos or Community?</i> Read <i>Blues Singer</i>	10/17 Study for Key Concepts Test Study for Mid Term Exam Prepare for Quiz 4 Read <i>Haida Gwaii</i> Read <i>The Negro Speaks of Rivers</i>	10/18 Key Concepts Test (45 min – you will have more time later in the term) Read <i>Potlatch as Pedagogy: Learning Through Ceremony</i>
10/21 Finish <i>All Is True</i> Read <i>Thank You, M'am</i> Read <i>Mister Mandela</i>	10/22 – Catch Up Correct Key Concepts Test and prepare Student Led Conference Read <i>Passing</i> Read <i>One Good Man</i>	10/23 Read <i>The Laundry Basket</i> Finish <i>Where Do We Go from Here: Chaos or Community?</i>	10/24 – Catch Up Correct Key Concepts Test and prepare Student Led Conference Read <i>Passing</i> Read <i>One Good Man</i>	
10/28 Mid Term Exam Week	10/29 Mid Term Exam Week	10/30 Mid Term Exam Week	10/31 Mid Term Exam Week	11/1 Mid Term Exam Week
11/4 – Make Up Student Led Conferences (all week M/W/F)	Starting 11/15... Start Essay 2 Start <i>Measure for Measure</i> (theme: <i>Justice – An Eye for an Eye</i> )			

# English 9 Quiz 4 – Oct 22 or Oct 24

TomKertes.ca

Student Name: \_\_\_\_\_

Portfolio #: \_\_\_\_\_

**We view the film *All Is True* on Oct 16 and Oct 21.**

Quiz Day	Make Up Dates/Times
Tuesday Oct 22 (in-class) or Thursday Oct 24 (in-class)	Tuesday Oct 22 (12:30-3:00 PM), Thursday Oct 24 (12:30-3:00 PM), or Monday Nov 4 (8:45-11:33 AM)

Marks	
( ) Not Completed IE	<ul style="list-style-type: none"> <li>- Missed viewing the film “All Is True”</li> <li>- Absent when the quiz was done in-class</li> <li>- Less than 50% of the answers about concepts and key information is correct</li> </ul>
( ) Attempted Required for grade: EMG	<ul style="list-style-type: none"> <li>- Viewed the film “All Is True”</li> <li>- Answer the summary question about the film correctly (approximation is okay)</li> <li>- 50%+ of concepts and key information correct</li> </ul>
( ) Completed Required for grade: DEV PRF EXT	<ul style="list-style-type: none"> <li>- Viewed the film “All Is True”</li> <li>- Answered the summary question about the film correctly (beyond approximation)</li> <li>- 75%+ of concepts and key information correct</li> </ul>

**Key Concepts Test** – View the film “All Is True” and then complete a quiz for the film (completed/corrected quizzes may later be used for open note tests on the films). Quizzes are marked: *Not Completed* (N), *Attempted* (P), and *Completed* (C).

	Not Completed	Attempted	Completed
Film Summary	Not Attempted (and/or you are absent for the film)	Attempted (and you are present for the film)	Approximated or Correct (and you are present for the film)
Concepts and Key Information	< 50/100	≥ 50/100	≥ 75/100

1. Film Summary Questions (marked *not attempted*, *attempted*, *completed* - *approximated* or *correct*)
  - a. Using the literary device of ***sensory imagery***, describe the set of scenes when Susanna walks through the town, picks up a parcel, and buys cloth. Focus on the sights, sounds, smells, and textures (feelings).
  - b. Using the literary element of ***characterization*** describe the scenes that render the development of Will in relation to Anne. Include at least three vivid descriptions of specific scenes that illustrate this development. Focus on the scenes themselves (describe the scenes **not** the development). Do not explain how the scenes depict his development, just describe scenes that illustrate Will's major development as a character in the story.
  - c. In your view, what is the ***climax*** of this story? Describe the climax.
  - d. Using the literary device of ***vignette***, describe the scene when the young writer asks Will how he wrote the stories in Shakespeare's many plays and poems. Explain the significance of this vignette in terms of understanding the theme of the story, especially in terms of how the theme is developed through Will's self-reflections as a character.
  - e. What can the viewer ***infer*** from three scenes related to the Earl of Southampton? These scenes are: Will telling Anne about the visit (Anne's response to when Will tells Anne about the Earl's visit), the arrival of the Earl (outside of Will's house), and the conversation between Will and the Earl (at the fireplace). There is a lot to describe and explain, so just focus on one inference that you made from these scenes.
2. Concepts and Key Information Questions (100 pts)
  - a. Define the following categories/terms (20 points – 5 points for each category/term):
    - i. textual analysis
    - ii. literary device
    - iii. literary element
    - iv. constructive thinking
  - b. Define the following terms (25 points – 5 points for each term)
    - i. literary theory
    - ii. sensory imagery (a literary device)
    - iii. characterization (a literary element)
    - iv. vignette (a literary device)
    - v. inference (a constructive thinking tool)
  - c. Write a 1-2 sentence description for each of the following characters in the story (5 points for each character)

- i. Will Shakespeare
  - ii. Anne Hathaway
  - iii. Susanna Shakespeare (Susanna Hall)
  - iv. John Hall
  - v. Judith Shakespeare
- d. Describe the role of Hamnet Shakespeare's death in the development of the *plot* (a literary element). Include descriptions of a least four scenes in which the death of Hamnet is developed as part of the story. (15 points)
- e. One theme of the story is *justice*. Another theme of the story is *love*. Within both themes of *justice* and *love* are contradictions and tensions between these two thematic elements (theme is a literary element). Write a paragraph that compares and contrasts the development of both themes in the story. The topic sentence must be theoretical (it must be a "mini-thesis statement"). (15 points)

**This assessment demonstrates the following course learning goals and core competencies from the BC Curriculum for English Language Arts 9:**

1. Explore stories and other texts helps us understand ourselves and make connections to others and to the world.
2. Analyze and make judgments about a work, a position, a process, a performance, or another product or act.
3. Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.
4. Recognize how language constructs personal, social, and cultural identity.
5. Express an opinion and support it with credible evidence.
6. Learn reading strategies, including using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences.
7. Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning.

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/9/core>







3. In your view, what is the *climax* of this story? Describe the climax.

<input type="checkbox"/> Not Attempted	<input type="checkbox"/> Attempted	<input type="checkbox"/> Completed - Approximated	<input type="checkbox"/> Completed - Correct

4. Using the literary device of *vignette*, describe the scene when the young writer asks Will how he wrote the stories in Shakespeare’s many plays and poems. Explain the significance of this vignette in terms of understanding the theme of the story, especially in terms of how the theme is developed through Will’s self-reflections as a character.

<input type="checkbox"/> Not Attempted	<input type="checkbox"/> Attempted	<input type="checkbox"/> Completed - Approximated	<input type="checkbox"/> Completed - Correct



6. Define *textual analysis*.


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

7. Define *literary device*.


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

8. Define *literary element*.


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

9. Define *constructive thinking*.


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

10. Define *literary theory* (a constructive thinking tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

11. Define *sensory imagery* (a literary device).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

12. Define *characterization* (a literary element).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

13. Define *vignette* (a literary device).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

14. Define *inference* (a constructive thinking tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

15. Write a 1-2 sentence description of Will Shakespeare.


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

16. Write a 1-2 sentence description of Anne Hathaway.


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

17. Write a 1-2 sentence description of Susanna Shakespeare (Susanna Hall).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

18. Write a 1-2 sentence description of John Hall.


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

19. Write a 1-2 sentence description of Judith Shakespeare.


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

20. Describe the role of Hamnet Shakespeare's death in the development of the *plot* (a literary element). Include descriptions of a least four scenes in which the death of Hamnet is developed as part of the story.








# English 9 Key Concepts Test

TomKertes.ca

Student Name: \_\_\_\_\_

Portfolio #: \_\_\_\_\_

Attempt 1	Attempt 2	Attempt 3	Attempt 4
<b>Oct 18, 2024</b>	<b>Nov 14, 2024</b>	<b>Dec 13, 2024</b>	<b>Jan 25, 2025</b>
<i>Make Up: Oct 22 at 12:30 PM</i>	<i>Make Up: Nov 18 at 3:15 PM</i>	<i>Make Up: Jan 25 at 8:45 AM</i>	
( ) IE – Not completed ( ) EMG – Attempted ( ) DEV ( ) PRF ( ) EXT	( ) IE – Not completed ( ) EMG – Attempted ( ) DEV ( ) PRF ( ) EXT	( ) IE – Not completed ( ) EMG – Attempted ( ) DEV ( ) PRF ( ) EXT	( ) IE – Not completed ( ) EMG – Attempted ( ) DEV ( ) PRF ( ) EXT

**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. The Key Concepts Test is marked: *Not Completed* (IE), *Attempted* (EMG), and *Completed* (DEV, PRF, or EXT). You must repeat the test until you achieve *Attempted* or *Completed* (and can repeat until you reach your target goal).

1. Define the following terms.
  - a. theory
  - b. thesis
  - c. system
  - d. expository essay
  - e. features of text
  - f. focusing question
  - g. knowledge
  - h. literary devices
  - i. narrative
  - j. outline
  - k. love
  - l. business plan
  - m. power
  - n. process
  - o. reflective analysis essay
  - p. scholarship
  - q. summarize
  - r. textual analysis essay
  - s. theme
  - t. topic

5 points for each term

exact wording is required for 5/5

maximum for an approximately correct answer is 3/5

**100 points**

2. Write a 4-paragraph response (describe-explain-connect-reflect) that describes how to research and write a pre-university-level paper in high school, explains how the process of writing improves your capacity to think about and understand reality, connects the writing process to your own work, and explains why learning and applying the writing process matters to you and your community. In short, provide a concrete answer to this question: **How can learning the writing/research process make a positive difference that matters to you?**

3. Complete (draw and label) the following charts:

- a. Levels of Analysis
- b. Five Fs (also known as Elements of Non-Fiction Writing)
- c. Elements of a System (also known as Systems Thinking)
- d. Six Stages of Research (also known as Six Stages of Writing)

4. Draw the Zone of Proximal Development (ZPD) Chart and then describe it in a 1-paragraph descriptive summary. Next, write a 1-2 paragraph connection/reflection summary of how and why you applied Vygotsky's theory of learning and development so far this term. Be specific, describe the theory in your own words, and explain how metacognitive analysis helps you acquire cognitive tools to make you a smarter and more powerful thinker.

5. Demonstrate the following skills:

- a. Select a topic
- b. Select a related theme
- c. Write a focusing question
- d. Write a thesis statement
- e. Write an outline for an essay in support of your thesis
- f. Write a roadmap
- g. Write a signpost
- h. Write a transition phrase (or transition sentence)
- i. Write an in-text citation (direct quote)
- j. Write an in-text citation (paraphrase)

<p>50 = Minimal quality</p> <p>60 = Satisfactory quality</p> <p>72 = Good/Very good/Excellent quality</p> <p>90-100 = Outstanding quality</p> <p><b>100 points</b></p>
<p>75 = Copied from notes</p> <p>90 = Copied from a partially completed template</p> <p>108 = Used a word list as guide</p> <p>150 = entirely from memory</p> <p><b>150 points</b></p>
<p>25 = Minimal quality</p> <p>30 = Satisfactory quality</p> <p>36 = Good/Very good/Excellent quality</p> <p>45-50 = Outstanding quality</p> <p><b>50 points</b></p>
<p>10 points for each skill</p> <p>5 = Minimal approximation (LA)</p> <p>6 = Advanced approximation (SA)</p> <p>8 = Independent (correct)</p> <p>10 = Mastery (correct/sophisticated understanding shown)</p> <p><b>100 points</b></p>

<i>Not Completed</i> <b>IE</b>	<i>Attempted</i> <b>Max: EMG</b>	<i>Completed</i> <b>Max: DEV</b>	<i>Completed</i> <b>Max: PRF</b>	<i>Completed</i> <b>Max: EXT</b>
-----------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

≥ 249/500	≤ 250/500	≤ 300/500	≤ 360/500	≤ 450/500
<p><b>This assessment demonstrates the following course learning goals and core competencies from the BC Curriculum for English Language Arts 9:</b></p> <ol style="list-style-type: none"> <li>1. Explain how literary elements, techniques, and devices enhance and shape meaning.</li> <li>2. Think critically to develop ideas. Their ideas may lead to the designing of products or methods or the development of performances and representations in response to problems, events, issues, and needs.</li> <li>3. Apply strategies and processes for writing, including revising, editing, considering audience.</li> <li>4. Apply multi-paragraphing by developing multi-paragraph compositions that are characterized by unity, development, and coherence.</li> <li>5. Recognize an increasing range of text structures and how they contribute to meaning.</li> <li>6. Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences.</li> <li>7. Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message.</li> <li>8. Express an opinion and support it with credible evidence.</li> <li>9. Learn reading strategies, including using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences.</li> <li>10. Communicate by receiving and presenting information.</li> </ol> <p><a href="https://curriculum.gov.bc.ca/curriculum/english-language-arts/9/core">https://curriculum.gov.bc.ca/curriculum/english-language-arts/9/core</a></p>				

# English 9 Key Concepts Test

TomKertes.ca

Student Name: \_\_\_\_\_

Portfolio #: \_\_\_\_\_

1. Define *theory* (a constructive thinking tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

2. Define *thesis* (a writing process tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

3. Define *system* (a constructive thinking tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

4. Define *expository essay* (a constructive thinking tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

5. Define *features of text* (a reading strategy tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

6. Define *focusing question* (a writing process tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

7. Define *knowledge* (a constructive thinking tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

8. Define *literary devices* (a writing process tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

9. Define *narrative* (a literary theory tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

10. Define *outline* (a writing process tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

11. Define *love* (an aspect of life and reality).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

12. Define *business plan* (a strategic planning tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

13. Define *power* (an aspect of life and reality).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

14. Define *process* (a constructive thinking tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

15. Define *reflective analysis essay* (a constructive thinking tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

16. Define *scholarship* (a constructive thinking tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

17. Define *summarize* (a reading strategy tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

18. Define *textual analysis essay* (a constructive thinking tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

19. Define *theme* (an element of narrative).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------

20. Define *topic* (a writing process tool).


0 = Not attempted	2.5/5 = Initial	3/5 = Partial	4/5 = Complete	5/5 = Sophisticated
-------------------	-----------------	---------------	----------------	---------------------









22. Draw and label a Levels of Analysis model.

0 = Not Done	18 = Notes	23 = Template	27 = Word Guide	35 = Memory (apprx)	38 = Memory

23. Draw and label a Five Fs model (also known as Elements of Non-Fiction Writing).

0 = Not Done	18 = Notes	23 = Template	27 = Word Guide	35 = Memory (apprx)	38 = Memory

24. Draw and label a Elements of a System model (also known as Systems Thinking).

0 = Not Done	18 = Notes	23 = Template	27 = Word Guide	35 = Memory (apprx)	38 = Memory

25. Draw and label a Six Stages of Research model (also known as Six Stages of Writing).

0 = Not Done	18 = Notes	23 = Template	27 = Word Guide	35 = Memory (apprx)	38 = Memory





25 = Minimal	30 = Satisfactory	36 = Good	36 = Very Good	36 = Excellent	45 = Outstanding
--------------	-------------------	-----------	----------------	----------------	------------------

27. Demonstrate the following skills (in conference)

- a. Select a topic
- b. Select a related theme
- c. Write a focusing question
- d. Write a thesis statement
- e. Write an outline for an essay in support of your thesis
- f. Write a roadmap
- g. Write a signpost
- h. Write a transition phrase (or transition sentence)
- i. Write an in-text citation (direct quote)
- j. Write an in-text citation (paraphrase)

<b>Topic</b>	( ) NY - 0	( ) LA - 5	( ) SA - 6	( ) IN - 8	( ) MA - 10
<b>Theme</b>	( ) NY - 0	( ) LA - 5	( ) SA - 6	( ) IN - 8	( ) MA - 10
<b>Focusing question</b>	( ) NY - 0	( ) LA - 5	( ) SA - 6	( ) IN - 8	( ) MA - 10
<b>Thesis statement</b>	( ) NY - 0	( ) LA - 5	( ) SA - 6	( ) IN - 8	( ) MA - 10
<b>Outline</b>	( ) NY - 0	( ) LA - 5	( ) SA - 6	( ) IN - 8	( ) MA - 10
<b>Roadmap</b>	( ) NY - 0	( ) LA - 5	( ) SA - 6	( ) IN - 8	( ) MA - 10
<b>Signpost</b>	( ) NY - 0	( ) LA - 5	( ) SA - 6	( ) IN - 8	( ) MA - 10
<b>Transition</b>	( ) NY - 0	( ) LA - 5	( ) SA - 6	( ) IN - 8	( ) MA - 10
<b>In-text quote</b>	( ) NY - 0	( ) LA - 5	( ) SA - 6	( ) IN - 8	( ) MA - 10
<b>In-text paraphrase</b>	( ) NY - 0	( ) LA - 5	( ) SA - 6	( ) IN - 8	( ) MA - 10



# Mid Term Exam - Essay **Oct 28-Oct 31** TomKertes.ca

Student Name: \_\_\_\_\_

Portfolio #: \_\_\_\_\_

Mid Term Exam Dates	Make Up Dates/Times
<p><u>Per 1/3</u> Mon Oct 28, Tues Oct 29, Wed Oct 30</p> <p><u>Per 2/4</u> Mon Oct 28, Wed Oct 30, Thurs Oct 31</p>	<p>Monday Nov 4 (8:45 AM-3:01 PM)</p>

Marks	
<p>( ) Not Completed IE (0)</p>	<ul style="list-style-type: none"> <li>- Did not read at least one of the texts (#18 to #23)</li> <li>- Did not complete notes from one or more of the texts (at least 2 pages of notes)</li> <li>- Did not work through the 6 Stages of the Writing Process (3 drafts are required)</li> <li>- Scored less than IE on the English 9 Essay Rubric (101-108)</li> </ul>
<p>( ) Attempted Initial Understanding – Passing (1)</p>	<ul style="list-style-type: none"> <li>- Read at least one of the texts (#18 to #23) and used this text for the essay</li> <li>- Took at least two pages of Wondering Stage notes on the text for the essay</li> <li>- Worked through the 6 Stages of the Writing Process (evidence of this provided)</li> <li>- At least approximated two drafts and revision process (evidence of this provided)</li> </ul>
<p>( ) Completed Required for grade: DEV PRF EXT</p>	<ul style="list-style-type: none"> <li>- Read at least one of the texts (#18 to #23) and can explain a theory about a text</li> <li>- Took at least two pages of quality notes (Wondering Stage) on the related text</li> <li>- Worked through the 6 Stages of the Writing Process (developed is demonstrated)</li> <li>- Completed two drafts (including revision notes) (in-class) (scored using the rubric)</li> </ul>

**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).

	Not Completed	Attempted	Completed
<b>Wondering Stage</b>	Notes not done	Copied the notes from the board for each text	Copied the notes from the board for each text and wrote own notes
<b>Planning Stage</b>	Outline not used or written	Used the outline provided	Wrote an outline (used your own)
<b>Drafting Stage</b>	Draft not completed (not even 101-108)	101-207 from the rubric	101-309 from the rubric (and/or 400+)  At least two drafts
<b>Revising Stage</b>		Okay if only one draft completed	

**This assessment demonstrates the following course learning goals and core competencies from the BC Curriculum for English Language Arts 9:**

1. Explain how literary elements, techniques, and devices enhance and shape meaning.
2. Think critically to develop ideas. Their ideas may lead to the designing of products or methods or the development of performances and representations in response to problems, events, issues, and needs.
3. Apply strategies and processes for writing, including revising, editing, considering audience.
4. Apply multi-paragraphing by developing multi-paragraph compositions that are characterized by unity, development, and coherence.
5. Select and use appropriate features, forms, and genres according to audience, purpose, and message
6. Transform ideas and information to create original texts.
7. Express an opinion and support it with credible evidence.
8. Learn reading strategies, including using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences.
9. Communicate by receiving and presenting information.
10. Synthesize ideas from a variety of sources to build understanding.

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/9/core>

# English 9 Essay Rubric

## LOW QUALITY (Insufficient Evidence)

NY( ) LA( ) SA( ) IN( ) MA( )	<b>101</b> At least five pages of grade-level notes are completed.	<b>0</b> Attempt was demonstrated
NY( ) LA( ) SA( ) IN( ) MA( )	<b>102</b> Grade-level outline is completed.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>103</b> All required drafts are written in your own words.	<b>1</b> IN+ for 101-108
NY( ) LA( ) SA( ) IN( ) MA( )	<b>104</b> All required drafts are at least 5-paragraphs in length.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>105</b> All required drafts are correctly formatted.	<b>2</b> IN+ for 101-108
NY( ) LA( ) SA( ) IN( ) MA( )	<b>106</b> The first drafts (not final) are on lined paper and in pencil.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>107</b> The final draft is on lined paper and in blue or black ink.	<b>3 &amp; 4</b> MA for 101-108
NY( ) LA( ) SA( ) IN( ) MA( )	<b>108</b> The final draft is less than 2,000 words in length.	

## MINIMAL QUALITY (Initial Understanding)

NY( ) LA( ) SA( ) IN( ) MA( )	<b>201</b> There is a one thesis statement.	<b>1</b> LA+ for 201-207 & Minimal Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>202</b> The paper focuses on the thesis. The thesis is foundational.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>203</b> The thesis statement answers a <i>how</i> or <i>why</i> question.	<b>1+</b> SA+ for 201-207 & Minimal Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>204</b> The thesis statement explains and includes <i>by</i> or <i>because</i> .	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>205</b> There are at least three key ideas in support of the thesis.	<b>1++</b> IN+ for 201-207 & Minimal Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>206</b> For each key idea, there is ample supporting evidence.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>207</b> There is an Introduction, Main Body, and Conclusion.	

## HIGH SCHOOL LEVEL OF ANALYSIS (Partial Understanding)

NY( ) LA( ) SA( ) IN( ) MA( )	<b>301</b> The thesis statement reflects understanding of the topic.	<b>2</b> SA+ for 301-309 & Better Than Minimal Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>302</b> While remaining focused, thematic connections are made.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>303</b> A variety of sources are used to support the thesis.	<b>2+</b> IN+ for 301-309 & Satisfactory Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>304</b> The reader is provided with context to understand the point.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>305</b> Development of the thesis is grounded in systems-thinking.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>306</b> Models, frameworks, theories, etc. are used to explain.	<b>2++</b> IN+ for 301-309 & Good Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>307</b> Evidence of working through the Six Stages is provided.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>308</b> Focus, Form, Filler, Flow, and Feeling are applied.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>309</b> The Levels of Analysis are applied. Evidence is provided.	

## ON TRACK TO PRE-UNIVERSITY LEVEL OF ANALYSIS (Complete Understanding)

NY( ) LA( ) SA( ) IN( ) MA( )	<b>401</b> The thesis statement is theoretical, rigorous, systematic.	<b>3</b> IN+ for 401-418 & Very Good Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>402</b> Thesis is well-developed (through a variety of evidence).	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>403</b> Multiple sources support the development of the thesis.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>404</b> At least three correct examples of in-text citations are used.	<b>3+</b> MA for 401-418 & Very Good Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>405</b> The research process demonstrates development of ideas.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>406</b> Revision process reflects systematic/constructive thinking.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>407</b> The final draft uses standard essay conventions.	<b>3++</b> MA for 401-418 & Excellent Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>408</b> The paper is unified and cohesive. It is well organized.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>409</b> The point of the paper is easy to identify and understand.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>410</b> Technical language is used correctly and understandably.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>411</b> The tone and style of the paper supports its point.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>412</b> Arguments/evidence are logically presented/supported.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>413</b> The point is compelling. It makes absolute sense.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>414</b> Your own thinking (in your voice) is the heart of the paper.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>415</b> Thematic connections reflect your understanding of topic.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>416</b> Roadmaps, signposts, and transitions are effective.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>417</b> Your voice (and your perspective) is evident throughout.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>418</b> The ideas matter. The paper explains something of value.	

## PRE-UNIVERSITY LEVEL OF ANALYSIS (Sophisticated Understanding)

NY( ) LA( ) SA( ) IN( ) MA( )	<b>501</b> Every element of the paper is essential. It is “just right”.	<b>4++</b> IN+ for 501-508 & Outstanding Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>502</b> The paper is elegant – especially in terms of its theory.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>503</b> The paper is memorable (in totality). It is stunning.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>504</b> The reader is left wondering; satisfied but wanting more.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>505</b> The paper reflects and develops a synthesis that matters.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>506</b> Original analysis contributes to new/deeper understanding.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>507</b> The next step, how to proceed, is evident (and exciting).	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>508</b> Anyone interested in the topic will want to read this paper.	

# Mid Term Learning Story – Nov 1

TomKertes.ca

Student Name: \_\_\_\_\_

Portfolio #: \_\_\_\_\_

Mid Term Learning Story Date	Make Up Dates/Times
Friday Nov 1	Monday Nov 4 (8:45 AM-3:01 PM)

**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).

Marks	
( ) Not Completed IE (0)	<ul style="list-style-type: none"> <li>- Did not complete Essay 1 (missing drafts, notes, outline, etc.) (do this first)</li> <li>- Did not complete Mid Term Exam (Essay) (do this first)</li> <li>- Did not complete attempt 1 on the Key Concepts Test (do this first)</li> <li>- Did not complete (or attempt) Unit I Test (do this first)</li> </ul>
( ) Attempted Initial Understanding – Passing (1)	<ul style="list-style-type: none"> <li>- Viewed the four films (or complete the quizzes in conference)</li> <li>- Completed (or attempted) Unit I Test, Essay 1, attempt 1 on the Key Concepts Test, and Mid Term Exam (Essay)</li> <li>- Wrote for 60 minutes without stopping and wrote about the what, how, and why of your learning so far this term (approximation is okay)</li> </ul>
( ) Completed Required for grade: DEV PRF EXT	<ul style="list-style-type: none"> <li>- Did all the above (see the criteria for <i>attempted</i> above)</li> <li>- Read one of the readings below (#12 to #17) and take notes (can do this ahead)</li> <li>- Wrote a focusing question (can do this ahead)</li> <li>- Wrote a thesis statement (can do this ahead)</li> <li>- Wrote an outline (can do this ahead)</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>- Write for 60 minutes without stopping about the what, how and why of your learning so far this term (approximation is okay) and include (most of) the following:<ul style="list-style-type: none"><li>○ Explain how you learned the meaning of the word <i>theory</i></li><li>○ Described how you developed your own theories and how you described and explained them (such as in Essay 1)</li><li>○ Describe your own learning in terms of systems thinking, the LOAs, and other models</li><li>○ Describe (in detail) the steps you did to write Essay 1</li><li>○ Describe what you learned by writing Essay 1 and how you will apply this to improve future essays</li></ul></li></ul> |
|--|---|

**This assessment demonstrates the following course learning goals and core competencies from the BC Curriculum for English Language Arts 9:**

1. Learn how exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
2. Reflect to consider purpose and perspectives, pinpoint evidence, use explicit or implicit criteria, make defensible judgments or assessments, and draw conclusions.
3. Apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning.
4. Reflect on and assess your experiences, thinking, learning processes, work, and progress in relation to the purposes of these activities.
5. Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences.
6. Transform ideas and information to create original texts.
7. Express an opinion and support it with credible evidence.
8. Learn how talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) can help develop awareness of self as a reader and as a writer.

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/9/core>

# English 9 Essay Rubric

## LOW QUALITY (Insufficient Evidence)

NY( ) LA( ) SA( ) IN( ) MA( )	<b>101</b> At least five pages of grade-level notes are completed.	<b>0</b> Attempt was demonstrated
NY( ) LA( ) SA( ) IN( ) MA( )	<b>102</b> Grade-level outline is completed.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>103</b> All required drafts are written in your own words.	<b>1</b> IN+ for 101-108
NY( ) LA( ) SA( ) IN( ) MA( )	<b>104</b> All required drafts are at least 5-paragraphs in length.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>105</b> All required drafts are correctly formatted.	<b>2</b> IN+ for 101-108
NY( ) LA( ) SA( ) IN( ) MA( )	<b>106</b> The first drafts (not final) are on lined paper and in pencil.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>107</b> The final draft is on lined paper and in blue or black ink.	<b>3 &amp; 4</b> MA for 101-108
NY( ) LA( ) SA( ) IN( ) MA( )	<b>108</b> The final draft is less than 2,000 words in length.	

## MINIMAL QUALITY (Initial Understanding)

NY( ) LA( ) SA( ) IN( ) MA( )	<b>201</b> There is a one thesis statement.	<b>1</b> LA+ for 201-207 & Minimal Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>202</b> The paper focuses on the thesis. The thesis is foundational.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>203</b> The thesis statement answers a <i>how</i> or <i>why</i> question.	<b>1+</b> SA+ for 201-207 & Minimal Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>204</b> The thesis statement explains and includes <i>by</i> or <i>because</i> .	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>205</b> There are at least three key ideas in support of the thesis.	<b>1++</b> IN+ for 201-207 & Minimal Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>206</b> For each key idea, there is ample supporting evidence.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>207</b> There is an Introduction, Main Body, and Conclusion.	

## HIGH SCHOOL LEVEL OF ANALYSIS (Partial Understanding)

NY( ) LA( ) SA( ) IN( ) MA( )	<b>301</b> The thesis statement reflects understanding of the topic.	<b>2</b> SA+ for 301-309 & Better Than Minimal Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>302</b> While remaining focused, thematic connections are made.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>303</b> A variety of sources are used to support the thesis.	<b>2+</b> IN+ for 301-309 & Satisfactory Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>304</b> The reader is provided with context to understand the point.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>305</b> Development of the thesis is grounded in systems-thinking.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>306</b> Models, frameworks, theories, etc. are used to explain.	<b>2++</b> IN+ for 301-309 & Good Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>307</b> Evidence of working through the Six Stages is provided.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>308</b> Focus, Form, Filler, Flow, and Feeling are applied.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>309</b> The Levels of Analysis are applied. Evidence is provided.	

## ON TRACK TO PRE-UNIVERSITY LEVEL OF ANALYSIS (Complete Understanding)

NY( ) LA( ) SA( ) IN( ) MA( )	<b>401</b> The thesis statement is theoretical, rigorous, systematic.	<b>3</b> IN+ for 401-418 & Very Good Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>402</b> Thesis is well-developed (through a variety of evidence).	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>403</b> Multiple sources support the development of the thesis.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>404</b> At least three correct examples of in-text citations are used.	<b>3+</b> MA for 401-418 & Very Good Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>405</b> The research process demonstrates development of ideas.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>406</b> Revision process reflects systematic/constructive thinking.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>407</b> The final draft uses standard essay conventions.	<b>3++</b> MA for 401-418 & Excellent Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>408</b> The paper is unified and cohesive. It is well organized.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>409</b> The point of the paper is easy to identify and understand.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>410</b> Technical language is used correctly and understandably.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>411</b> The tone and style of the paper supports its point.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>412</b> Arguments/evidence are logically presented/supported.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>413</b> The point is compelling. It makes absolute sense.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>414</b> Your own thinking (in your voice) is the heart of the paper.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>415</b> Thematic connections reflect your understanding of topic.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>416</b> Roadmaps, signposts, and transitions are effective.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>417</b> Your voice (and your perspective) is evident throughout.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>418</b> The ideas matter. The paper explains something of value.	

## PRE-UNIVERSITY LEVEL OF ANALYSIS (Sophisticated Understanding)

NY( ) LA( ) SA( ) IN( ) MA( )	<b>501</b> Every element of the paper is essential. It is “just right”.	<b>4++</b> IN+ for 501-508 & Outstanding Quality
NY( ) LA( ) SA( ) IN( ) MA( )	<b>502</b> The paper is elegant – especially in terms of its theory.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>503</b> The paper is memorable (in totality). It is stunning.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>504</b> The reader is left wondering; satisfied but wanting more.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>505</b> The paper reflects and develops a synthesis that matters.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>506</b> Original analysis contributes to new/deeper understanding.	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>507</b> The next step, how to proceed, is evident (and exciting).	
NY( ) LA( ) SA( ) IN( ) MA( )	<b>508</b> Anyone interested in the topic will want to read this paper.	