



North Vancouver Online Learning

Course Plan: English 9

COURSE DESCRIPTION:

Welcome to English 9! English 9 will explore a variety of writing styles as well as different types of texts and genres of literature. This includes, adventure stories, personal narratives, and a choice of novel study. In addition, this course encourages creativity and creative writing by examining a variety of specific literary genres and strengthens the mechanics of writing.

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/english-studies>

BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Language and story can be a source of creativity and joy

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world

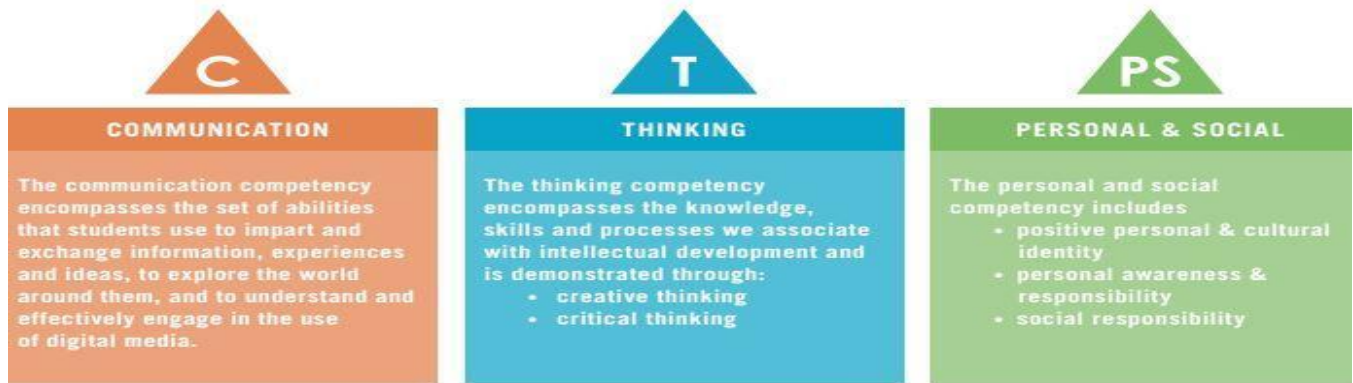
People understand text differently depending on their worldviews and perspectives

Texts are socially, culturally, and historically constructed

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must read all the information and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Moodle message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

LEARNING STANDARDS: Curricular Competencies

The Student Substantive Activities will cover the following Learning Outcomes (Curricular Competencies)

- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
- Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audiences, and message

These are 2 of the 22 learning outcomes in the course curriculum, which comprises 9% of the course Learning Outcomes/Activities. (2/22 =9 %)

LEARNING STANDARDS: Course Content

Students are expected to know the following:

Comprehend and connect (reading, listening, viewing)

- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability.
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- Recognize how language constructs personal, social, and cultural identity
- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative and critical ways
- Explain how literary elements, techniques, and devices enhance and shape meaning
- Recognize an increasing range of text structures and how they contribute to meaning
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Develop an awareness of the diversity within and across First Peoples societies represented in texts
- Recognize the influence of place in First Peoples and other Canadian texts

Create and communicate (writing, speaking, representing)

- Exchange ideas and viewpoints to build shared understanding and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
- Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audiences, and message
- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
- Use and experiment with oral storytelling processes
- Select and use appropriate features, forms, and genres according to audience, purpose, and message
- Transform ideas and information to create original texts
- Express an opinion and support it with credible evidence

UNIT OVERVIEWS:

Unit 1: Writing

Big Idea: Exploring stories and other texts helps us understand ourselves and make connections to others in the world. Texts are socially, culturally and historically constructed.

Core Competency: Communication

First Peoples Principle of Learning: Learning is embedded in memory, history, and story

In this unit, you will study stories in their various forms. You will then create your own story using elements that you've learned throughout the unit.

Unit 2: Poems & Stories

Big Idea: Language and text can be a source of creativity and joy

Core Competency: Thinking

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place

In this unit, you will study how writers have used correspondence to create literature. You will start by learning the elements of correspondences, and will read letters presented as song, poem and essay. You will then complete this unit by creating your own epistolary narrative, complete with graphics.

Unit 3A/3B: Novel Study

Big Idea: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. People understand text differently depending on their worldviews and perspectives

Core Competency: Thinking/Personal & Social

First Peoples Principle of Learning: Learning involves exploration of one's identity. Learning involves recognizing the consequences of one's actions

You will have a choice between 2 novels for this unit. 1.This integrated novel study unit is organized around *Little Brother*, a young adult novel by Canadian author, Cory Doctorow which is set in the US in the near future. 2.This integrated novel study is organized around Salman Rushdie's young adult novel, *Haroun and the Sea of Stories*.

Unit 4: Graphic Details

Big Idea: People understand text differently depending on world view and perspectives

Core Competency: Communication

First Peoples Principle of Learning: Learning involves patience and time.

In this unit, you will be learning about the art of storytelling using both words and graphics. You will be finding out about the sophisticated techniques used by cartoon artists and graphic novelists. You will begin to see how these storytellers think in terms of visual communication, using text and drawings as different tools, each with its own strength and purpose.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
 - Essay/multi-paragraph writing
 - Paragraph writing
 - Poetry reflections/writing
 - Verbal speeches/marketing ideas
 - Projects using a variety of technology
 - Podcasts, digital recordings
 - Presentations using a variety of tools (PowerPoint, Glogs, Prezi etc)
 - Blogs

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsc44curriculumhub.ca/assessment/>

Formative may include:

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

Summative may include:

- Assignments – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Tests to check for comprehension, analysis, and synthesis of course learning

EVALUATION:

Evaluation	Percentage of Final Mark
Unit 1/Substantive Course Activities	25%
Curricular Competences	60%
Learning Checkpoints	15%
<i>Course Total</i>	100%

RESOURCES:

There are some required texts for this course, which will be available either online or can be signed out from the teacher. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The DL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.