



## English 9

Instructor: Mela Vallentgoed  
e-mail: [mvallentgoed@sd68.bc.ca](mailto:mvallentgoed@sd68.bc.ca)  
phone: 250-816-7144

### Introduction

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We hope that by the end of this course, you'll have a better understanding of these big ideas:

1. Language and story can be a source of creativity and joy.
2. Exploring stories and other texts helps us understand ourselves and make connection to others and to the world.
3. People understand text differently depending on their worldviews and perspectives.
4. Texts are socially, culturally, and historically constructed.
5. Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Note: For some elements of this course, you will need to do research. Make sure all sources are cited (stated) and always either put things into your own words or, if there is a particularly good quotation to use, put the copied work in quotations and cite your source (this should be used sparingly). **Copying work directly from another source will result in a zero for that assignment.**

This course is broken down into six units:

### Topics in ...

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1. Graphic adventures: Learn about, read, and create graphic stories!
2. Short stories: These ones don't have pictures, but they're short!
3. Writing: Learning to write narrative, descriptive and expository paragraphs and essays.
4. Poetic elements: Sample Shakespeare, spoken word, song and some spectacular poetry!
5. Novel study: Pick a novel! Read it! Do assignments as you go and finish with an oral presentation and a creative project!

6. Grammar enhancer: Individually tailored assignments to help improve your grammar skills.

You will be expected to submit your assignments online. This can be done by clicking the 'Write Submission' button, and typing your responses directly into the assignment, or by creating a Word Document or PowerPoint and attaching it to the assignment using the 'Browse Computer' button, or even by creating a Google doc and then copy and pasting that into the "Write Submission" area. It is recommended that you save a backup copy of all work!

**Assessment**

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Students will be assessed on the following levels of competency at grade level:

<p><b>Beginning</b> to acquire knowledge, skills, strategies and processes.</p>	<p><b>Developing</b> the ability to apply knowledge, skills, strategies and processes.</p>	<p><b>Applying</b> knowledge, skills, strategies and processes consistently.</p>	<p><b>Extending</b> knowledge, skills, strategies and processes creatively and strategically.</p>
<ul style="list-style-type: none"> <li>▪ Student is beginning to understand at grade-level expectations</li> <li>▪ Shows evidence that learner can demonstrate some progress towards the learning standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is developing understanding at grade-level expectations</li> <li>▪ Shows evidence that learner can understand the learning standards in basic or familiar situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is applying understanding at grade-level expectations</li> <li>▪ Shows evidence that learner can transfer understanding of the learning standards to both predictable and new situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is extending understanding at grade level expectations</li> <li>▪ Shows evidence that learner can insightfully and creatively apply an in-depth understanding of the learning standards in complex situations</li> </ul>

Mastery is encouraged. Students who wish to improve their work and resubmit are to invited to discuss their options with their teacher.

When the authenticity of student work is in question, the teacher reserves the right to base final grades on teacher supervised assignments and assessments.

**Resources**

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*Blackboard Learn 9* Website: <http://sd68.blackboard.com>  
**login:** 3lastnameinitial  
**psswd:** firstname

*Jupiter Grades:* Mark update and assignment feedback at <https://jupitergrades.com>

*School Website:* <https://island-connected.sd68.bc.ca>

## **Ministry Curricular Outcomes**

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**BIG IDEAS:** *Students are expected to understand the following:*

1. Language and story can be a source of creativity and joy.
2. Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
3. People understand text differently depending on their worldviews and perspectives.
4. Texts are socially, culturally, and historically constructed.
5. Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

**CURRICULAR COMPETENCIES:** *Students are expected to be able to do the following:*

### **Comprehend and connect (reading, listening, viewing)**

1. Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
2. Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
3. Synthesize ideas from a variety of sources to build understanding
4. Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages
5. Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
6. Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
7. Recognize how language constructs personal, social, and cultural identity
8. Construct meaningful personal connections between self, text, and world
9. Respond to text in personal, creative, and critical ways
10. Explain how literary elements, techniques, and devices enhance and shape meaning
11. Recognize an increasing range of text structures and how they contribute to meaning
12. Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
13. Develop an awareness of the diversity within and across First Peoples societies represented in texts
14. Recognize the influence of place in First Peoples and other Canadian texts
15. Create and communicate (writing, speaking, representing)
16. Exchange ideas and viewpoints to build shared understanding and extend thinking
17. Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
18. Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message

19. Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
20. Use and experiment with oral storytelling processes
21. Select and use appropriate features, forms, and genres according to audience, purpose, and message
22. Transform ideas and information to create original texts
23. Express an opinion and support it with credible evidence

**CONTENT:** *Students are expected to know the following:*

**Story/text**

1. forms, functions, and genres of text
2. text features
3. literary elements
4. literary devices
5. elements of visual/graphic texts

**Strategies and processes**

6. reading strategies
7. oral language strategies
8. metacognitive strategies
9. writing processes

**Language features, structures, and conventions**

10. features of oral language
11. multi-paragraphing
12. language change
13. elements of style
14. usage
15. syntax and sentence fluency
16. conventions
17. presentation techniques
18. rhetorical devices
19. connotation and denotation

**Attendance**

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Please be aware that Island Connect K -12 does not have a general attendance requirement. However, it is in your best interests to make a habit of checking in with Mela Vallentgoed at least once a week – face to face, by email, phone or through the virtual office link above. Past learners have stated that such contact promotes engagement with the course materials and serves to motivate them to complete the work in a timely fashion.

**Completion Timeline Expectations**

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Successful learners typically finish within four months of initial enrollment in this course. COMMIT to achieving your goals! Get a calendar out and plan how you and when you will complete each lesson in the first two units immediately. If you mess up, do your best to catch up, but change the timeline right away to reflect this change and, then, do your best to never let yourself fall behind again.

