**Ms Bonardelli** mbonardelli@deltalearns.ca

**ENGLISH 9**

English 9 is a course that focuses on the relationships between ourselves and texts. We will closely examine individual texts and think about how these texts help us make connections to others and think differently about the world. This course will allow us to engage with various texts in a critical, creative and articulate manner. We will develop our written communication by engaging individually and collaboratively with a variety of styles of texts. We will consider how:

* language and story can be a source of creativity and joy
* exploring stories and other texts help us understand ourselves and make connections to other and the world
* people understand text differently 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 engaged citizens

**Units of study**

1. Drama (*Julius Caesar* by William Shakespeare and *12 Angry Men*by Reginald Rose)
2. Novel Study (*Animal Farm* by George Orwell)
3. Poetry
4. Short Stories
5. New Media

**Class expectations & protocols**

* Everyone has a right to learn, and I have a right to teach, so be respectful of your peers, teacher, and learning environment.
* English 9 is an ideas-driven course, as such it requires your active participation and curiosity in order to be successful.
* I will not simply “teach” and expect you to “learn”. We are all learners and we will work as a community of learners.
* No mobile phones (or any device with headphones) in class, unless instructed otherwise.
* Plagiarism and cheating is unacceptable. If you can google it, I can google it. Enough said.
* Due windows (as opposed to due dates) will be used. Meaning you will be given a window of 3-5 days to submit your assignments. These are opportunities for you to take ownership of your learning, manage your workload, and be accountable.
* We will be using Google Docs and Google Classroom to submit most assignments. As such you will need to have a DeltaLearns or Google account to submit these assignments.

**Flex Time**

Flex Time is a great opportunity for you to complete assignments, get support and conference with me, collaborate on group work, and reduce homework. Flex Time will be structured in my classroom as follows:

* **Monday/Friday** reading and independent learning (a quieter learning environment)
* **Tuesday/Thursday** writing and collaborative learning (a louder learning environment)

**Resources to help you be successful**

Please do not hesitate to contact me via email at **mbonardelli@deltalearns.ca** should you have any questions, concerns, or want additional support. I will be available during Flex Time for one-on-one and small group instruction. My website [**https://mbonardelli.weebly.com**](https://mbonardelli.weebly.com/)has the links to Google Classroom and will be used as needed.

**Assessment**

There will be a variety of formative and summative assessment techniques used to support and evaluate your learning. You will participate in self- and peer-assessment and receive individual feedback that moves your learning forward. In our classroom, I will support you to develop as a self-directed, reflective learner. As such you will not receive marks on most assignments, which means that you will only receive a numeric score on your summative (solo) assessments and report cards. Feedback on your work is the most important thing so that you know how to improve and resubmit work in order to best show your understandings and learning. In case you’re wondering…a lack of marks does not mean a lack of rigour\*.

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| Exemplary | * Outstanding and excellent work; exceeds all requirements
* The student consistently goes beyond what they are asked to do
* Regularly demonstrates a clear understanding of the content and offers meaningful analysis
* Comfortable sharing ideas in written, verbal or visual form
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| Proficient | * Competent and skilled work; meets all requirements
* The student has accomplished what they are asked to do
* Usually demonstrates a strong understanding of content and offers thoughtful analysis
* Fairly comfortable sharing ideas in written, verbal or visual form
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| Developing | * Progressing, and sometimes competent work; generally meets requirements
* The student has usually accomplished what they are asked to do
* Sometimes demonstrates an understanding of the content and offers good analysis
* At times, is comfortable sharing ideas in written, verbal or visual form
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| Approaching | * Simplistic work; minimally meets requirements
* The student is just beginning to learn to show what they are asked to do
* Occasionally demonstrates an understanding of the content and offers limited analysis
* Is starting to share ideas in written, verbal or visual form
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| Incomplete  | * Work is not meeting the requirements for this course
* The student has missing assignments
* Often missed critical steps of the work; struggles to demonstrate an understanding of the content
* Student has not met learning outcomes yet
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**Assessment Benchmarks**