

We respectfully acknowledge the unceded ancestral lands of the Lheidli T'enneh and Simpcw First Nations upon whose land we live, work, learn and play.

BIG IDEAS:

- Language and text can be a source of creativity and joy
- Exploring stories & other texts helps us understand ourselves, make connections to others & to see 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

CURRICULAR COMPETENCIES: Using oral, written, visual, and digital texts, students are expected to be able to, both individually and collaboratively:

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
- 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
- Recognize 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

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, audience, 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.

CLASSROOM: Students are expected to demonstrate respect, acceptance, and dignity for self and others. We are all unique and individual learners and so the learning environment needs to be comfortable and safe for everyone. Use your class time in a productive manner and bring your necessary tools to class with you.

TEXTS AND RESOURCES:

- The Outsiders, The Absolutely True Diary of a Part Time Indian, Poetry, Short Stories, texts, etc

ATTENDANCE AND PUNCTUALITY: You are responsible for any work and/or tests missed on days that you are away. Please find out what you need to do (from your teachers or another student) and arrange a time to get it done.

CELL PHONES, COMPUTERS, AND OTHER ELECTRONIC DEVICES: You may listen to music while working or use it as a tool for learning. It may not be used for selfies, someonelsies, socializing or texting. If you are unable to use the device appropriately, it will be taken away.

FOOD AND DRINK: Water is permitted in class in closed bottles.

ASSIGNMENT SUBMISSION: All assignments need to be submitted on time. If you are having trouble making the due date, please discuss this with me ahead of time.

RESUBMISSIONS: Assignments submitted on time may be edited/redone for an improved grade.

PLAGIARISM: Copying other people's work, thoughts or ideas (this includes essays or similar found on the internet), and representing them as your own, could result in a zero.

ASSESSMENT: Students will be assessed through a variety of means – observation, conversations, student product, peer & self – both formatively & summatively.

“I don't think of all the misery, but of the beauty that still remains.”


— Anne Frank

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

Preferred contact address/number: _____

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.