

Pre-Diploma Literary Studies 9

Ms. Oh

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Block 2 - Room 217

WELCOME TO PRE-DIPLOMA STUDIES 9!

Pre-Diploma Literary Studies 9 is designed for students who have demonstrated strength in English, who are interested in preparing for IB courses in grades eleven and twelve, and who enjoy the stimulation of working in a challenging academic setting. As with other English courses, the goal is to develop student's reading, writing, speaking, listening and viewing skills. The course intends not only to foster an interest in reading, but also to increase students' ability to read more complex literary works in depth. Students will also be provided with opportunities for writing different types of prose in order to further develop skills for writing paragraphs and essays. It is expected that students will leave the course with a greater understanding of language and literature, and of themselves and society. This course is guided by the following core ideas from the BC English 9 Curriculum:

1) Language and story can be a source of creativity and joy.

Stories and language allow us to express ourselves in unique and imaginative ways. Through writing and reading, we will explore the joy of experiencing stories that inspire and entertain.

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

By engaging with diverse texts, students will reflect on their own experiences and perspectives while building empathy and understanding for others. Stories allow us to explore universal themes that connect humanity.

3) People understand text differently depending on their worldviews and perspectives.

Every reader brings their unique background and perspective to a text. This course will encourage students to consider how their understanding is shaped by their beliefs and experiences and to appreciate differing interpretations.

4) Texts are socially, culturally, and historically constructed.

Literature and media are products of their time and context. Students will analyze how societal norms, cultural influences, and historical events shape the creation and interpretation of texts.

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

In today's media-saturated world, critical thinking is essential. Students will develop media literacy skills to question and analyze texts, fostering an informed and thoughtful approach to understanding the messages they encounter.

ASSESSMENT

- 1) In-Class Writing: **35%**
- 2) Other In-Class Work: **30%**
- 3) Projects: **20%**
- 4) Homework: **15%**

What you do here, in front of me, helps me judge how well you are using the teaching and feedback from class. Homework is worth less than other areas, but remember that if you don't do well on your homework, you likely will not do well on in-class quizzes, writings, or project work. Homework affects all the other areas.

IB APPROACHES TO TEACHING AND LEARNING

In this class, respect and responsibility are key. Following these guidelines will ensure a positive and productive environment for everyone:

1) Respect your Learning Environment

- Arrive on time and come prepared with all necessary materials.
- Participate and listen actively during discussions and lessons.
- Respect the perspectives and contributions of your classmates.

2) Be Accountable

- Complete all assignments on time. If you are struggling, communicate with me early.
- Take responsibility for your learning and be proactive in seeking help when needed. I am here to support you!

3) Student Sign In / Out

- *One student at a time can leave the class.*
- Students must sign out when leaving during class (e.g., bathroom, water).
- Phones must be left in class before stepping out. Please leave your phone next to the Sign In / Out Sheet.
- Return to class within 5 minutes.
- Remember to sign back in upon your return to get your phone back.

The IB Diploma Programme Approaches to Teaching and Learning are deliberate strategies, skills, and attitude that permeate the IB Teaching and Learning environment. The IB believes that a large influence on a student's education is not only what you learn by how you learn. Teaching students how to learn will improve the quality of teaching and learning across the entire IB spectrum of programmes.

The IB approaches to learning skills are:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills

The IB approaches to teaching are:

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by formative and summative assessment.

Approaches to Learning		BC - Core Competencies	
Communication	Communication Skills <ul style="list-style-type: none"> - Through interaction - Through language 	Communication	Connect and engage with others Acquire (research), interpret and present Explain, recount and reflect
Research	Information Literacy Skills Media Literacy Skills	Collaboration	Work together to pursue common purposes and goals
Social	Collaboration Skills	Social Awareness and Responsibility	Contributing to community/environment Problem solving Valuing diversity Building relationships
Self-Management	Organization Skills Affective Skills <ul style="list-style-type: none"> - Manage your own state of mind Reflection Skills	Personal Awareness and Responsibility	Self-determination Self-regulation Well-being
Thinking	Critical Thinking Skills Creative Thinking Skills Transfer <ul style="list-style-type: none"> - Skills and knowledge across different disciplines and subject groups 	Positive Personal and Cultural Identity	Relationships and cultural contexts Personal strengths, abilities, values and choices
		Creative Thinking	Novelty and value Generating ideas Developing ideas
		Critical and Reflective Thinking	Analyze and critique Question and investigate Develop and design

ASSIGNMENTS/ASSESSMENT

The assignments in the course will be given to try and challenge you as much as possible and get all parts of your brain working. Due dates for assignments will be known to you as early as possible. Once the due date is set, students are responsible for submitting their work for evaluation at the beginning of class on that day. Any assignments not submitted on the due date will automatically receive an Incomplete (“I”) Letter Grade. Students with an “I” Letter Grade must provide a valid reason for the missing work and may be permitted to submit their finished work for evaluation. In cases where the missed learning evaluates specific Prescribed Learning Outcomes (PLO’s) not covered in other areas of course work, students will be required to complete the assignment in order to receive credit for the course.

COURSE CONTENT

- Short Stories - Various Selected Works
- Poetry - Various Selected Works
- William Shakespeare’s *Romeo and Juliet*
- Novel Study - Ray Bradbury’s *Fahrenheit 451*

ABSENCES

If you are away, you must complete the work you have missed. It is not my responsibility to chase you down. **You must take responsibility for your learning. Attendance is of the utmost importance for students. You need to be here for every class, on time, and ready to work.** We have a limited time in the classroom and this time cannot be wasted.

Note

- The teacher will have the discretion to adjust the evaluation and required components, and to determine the depth to which the above topics will be covered, based on time, resources available, and the interests of the class.