

# **English Language Arts 9**

**Mayerthorpe Jr. Sr. High School**

**Course Outline 2019-2020**

**Instructor: Kelly Harris**

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**Google Classroom code: 1st3wak**

## **ELA Course Description**

The aim of the English Language Arts program is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning.

Communication is essential because each person has the right to be understood by others. Expressing yourself appropriately is half of the process of communication: being able to listen with understanding is the other half.

## **RESOURCES/TEXTS/SUPPLIES**

1. Textbook: **Sightlines 9** (Anthology)
2. Junior High Writing Handbook, compiled by MHS
3. Novel Study - **TBA**
4. Independent Novel Studies and Daily Reading material
5. TBA Film(s)/Documentaries and other medium
6. Teacher Provided Resources

## **MATERIALS**

Students are required to bring to each class:

- binder with lined paper
- writing utensil (blue or black pen, or pencil)
- assigned textbook
- coil book or duo tang (approximately 200 pages) for planning and writing

Upon arrival, any other supplies will be listed on the board and must be obtained immediately from their lockers.

## **English Language Arts 9: Outcomes & Assessments:**

The Language Arts 9 curriculum includes five general learner outcomes. **Upon completion of this course, participants will be able to:**

1. explore thoughts, ideas, feelings, and experiences
2. comprehend and respond personally and critically to oral, print, and media texts
3. manage ideas and information
4. enhance the clarity and artistry of communication celebrate and build community
5. celebrate and build community

The general outcomes are interrelated and interdependent; each is to be achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences. The goal

is to build upon and maintain the students ability and talent in the English language arts program.

**A variety of formative and summative assessments, as well as tests and quizzes, will be used to meet each outcome.** Major assessments will be both **writing compositions** and **reading comprehension** tests throughout the year. The chart below outlines the specific learning outcomes assessed.

#### **Writing (Short Story, Paragraphs, Essays, Letters)**

- Use strategies and cues to respond to texts
- Plan and focus to manage ideas and information
- Organize, record, evaluate information and sources
- Create original text
- Enhance and improve writing techniques and organization
- Attend to grammar, spelling and punctuation
- Present and share

#### **Categories of Assessment**

1. **Content** - Students develop, organize, and evaluate ideas for a specified purpose and audience.
2. **Organization and Management** - Students organize their ideas to produce a unified and coherent composition that links events, details, sentences, and paragraphs, and that supports their purpose.
3. **Sentence Structure** - Students control sentence structure and use a variety of sentence types, sentence beginnings, and sentence lengths to enhance communication.
4. **Vocabulary** - Students choose specific words and expressions that are appropriate for their audience and effective in establishing a voice/tone that will help to achieve their purpose.
5. **Conventions** - Students use conventions accurately and effectively to communicate.

#### **Reading Comprehension Exams**

- Using strategies and cues to respond to texts
- Understanding forms, elements and techniques (ie. devices and genres)
- Categories of reading comprehension exams are Informational and Narrative/Poetic

#### **Levels of Analysis**

1. **Identifying and Interpreting Ideas and Details** - Students construct meaning by interpreting ideas and details pertaining to setting/ atmosphere/context, character/narrator/ speaker (actions, motives, and values), conflict, and events.
2. **Interpreting Text Organization** - Students identify and analyze literary genres. Students identify and analyze the text creator's choice of form, tone, point of view, organizational structure, style, diction, rhetorical techniques, text features, and conventions.
3. **Associating Meaning** - Students use contextual clues to determine the denotative and connotative meaning of words, phrases, and figurative language.
4. **Synthesizing Ideas** - Students draw conclusions and make generalizations by integrating information in order to identify the tone, purpose, theme, main idea, or mood of a passage.

<b>CONTENT/TIME LINE</b>	<b>DATES</b>
<b>Writing Studio:</b> Reading and writing as a writer (letters, narratives, essays, voice, style and conventions)	Throughout year
<b>World Around Us</b> Genres: stories, poetry, film, non-fiction	Throughout year and will be flexible based on needs of students
<b>Class Novel study</b>	4 weeks
<b>Independent Novel study (Book reviews)</b>	Throughout year

### **COURSE EVALUATION/STUDENT ASSESSMENT:**

#### **EVALUATION**

Assessment for Learning (pretest, homework, practice)	<b>No Weighting</b>
Assignments and daily work/homework	<b>15%</b>
Writing and Projects	<b>35%</b>
Tests (Quizzes and Exams; Reading Comprehension)	<b>30%</b>
Final Exam (PAT)	<b>20%</b>

#### **ACHIEVEMENT DATES:**

<b>Achievement exam: Part A:</b>	<b>Written (plus extra ½ hour if needed) Wednesday, May 6, 2020</b>
<b>Part B:</b>	<b>Reading (plus extra ½ hour if needed) Tuesday, June 23, 2020</b>

NOTE: A 65% or above average in English Language Arts 9 is the prerequisite for English Language Arts 10-1.

## **STUDENT ASSESSMENT:**

**Assessment for Learning (Formative Assessment)** is a systematic process of collecting information or evidence about student learning and is not assigned a grade/mark for the report card. **Assessment of Learning (Summative Assessment)** the judgment we make about the assessments of student learning based on established criteria and a mark/grade is recorded for the report card. The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that descriptive feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used by the teacher to facilitate this. For the more complex evaluations, the criteria are incorporated into a rubric where levels of performance for each criterion are stated in language that can be understood by students. Where possible, students will be engaged in their own assessment through self-reflection and the construction of rubrics

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, the learning and assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based upon levels of achievement.

**When the teacher's professional judgment indicates the student is in a position to demonstrate learning on a summative assessment with greater success than the initial attempt, such an alternative or additional summative assessment will be provided at a time agreed upon by the student and the teacher.**

## **GRADE DETERMINATION:**

**Term grade determination:** Grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

**Final grade determination:** Grade will be based on the accumulation of term grade evidence and a final examination administered at the end of the course (this exam will be based on an evaluation of all units of the course). This grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

## APPEALS PROCESS

Should a situation arise where a student is not satisfied with an assessment outcome, first discuss the matter with the teacher outside of class time. If the teacher and the student are unable to resolve the issue, then the teacher will approach another teacher to assess the assignment. (The teacher will not have prior knowledge of the student's name or the previous grade for the given assignment). If there is still an issue, a meeting will be set up between the student, teacher, parents, and administration to resolve the matter. The commencement of an appeal must occur in a timely manner; within 48 hours of receiving the marked assignment. In return, the appeal process will be completed as soon as possible.

## EXPECTATIONS OF THE STUDENT:

### General Classroom Rules:

- Follow all school rules and expectations within the classroom as well as in the hallway before, during and after class time.
- Show respect to others within the classroom.
- Be prepared for class.
- Students are responsible for cleaning up after themselves while in the classroom.
- Cell phones, tablets/iPads, and iPods are to be turned off while the teacher or other students are speaking. Listening to music may be allowed during a work period with teacher approval.

### Assignments/Projects Rules

- Complete all assignments to the best of your ability and the standard provided by the teacher.
- It is the student's responsibility to make up missing or incomplete assignments due to a late or absence.
- If a student is not handing in his/her assignments in a timely manner, parents will be contacted, and the student may be required to attend a noon hour detention. Continuing to not hand in assignments may result in School Administration becoming involved.

### Tests/Quizzes/Essays Rules

- If a student is away on the day of a test, quiz or essay, then they will write it immediately on their return.
- All tests, quizzes and essays are singular events that **MUST** be completed in the prescribed timeframe. Students will not be given extra time unless *preapproved* by the teacher.

### Plagiarism Rules

- Plagiarism is defined as: wrongfully using another's language, thoughts, ideas or expressions as your own. This includes, copy and pasting from the internet, and copying from another student in the class.
- It is **unacceptable** that students plagiarize OR cheat. Such actions are considered a discipline issue.
- Student will be evaluated based on any evidence of work completed by him/her within the plagiarized piece.
- Parents will be notified of the event. If behaviour continues, a meeting with administration will occur.
- If you are unsure, then you should ask the teacher, or reference the ideas/thoughts that you are using.

### Lates and Attendance Policies

**Late Policy:** Students must be on time for class. They are expected to be in class at the bell. Students that miss 25% of the class will be marked absent. (10 min for 40 min class, 20 min for 80 min class)

Students who are consistently late will receive contact home and possible meetings with administration, to ensure their success.

### Digital Citizenship

Dear **ELA 9** Student and Parent(s),

Please review this course outline, fill in the information below and turn in on google classroom to signify that you have read and understand its contents, and the expectations and responsibilities. If you have any questions or concerns, or would like to meet to see how your child is doing, I can be reached at 780-786-2624 or [kelly.harris@ngps.ca](mailto:kelly.harris@ngps.ca).

Sincerely,

K. Harris

I have read and understand what is required of me/my child for this course:

Student: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

If you would like to be reached via e-mail, please provide address below.

Parent/Guardian e-mail: \_\_\_\_\_