



2019-2020 English Language Arts 9 Course Outline
Springbank Community High School

Teacher: Mr. Nic Wong
Office Hours: By Appointment

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Acknowledgement of Traditional Indigenous Territories

We would like to take this opportunity to acknowledge the traditional territories of the Blackfoot and the people of the Treaty 7 region in Southern Alberta, which includes the Siksika, the Piikuni, the Kainai, the Tsuut'ina and the Stoney Nakoda First Nations, including Chiniki, Bearspaw, and Wesley First Nation. Treaty 7 is also home to Métis Nation of Alberta, Region III.

Course Description:

Clear student learning outcomes and high learning standards in the program of studies are designed to prepare students for present and future language requirements. Changes in society and technology have affected, and will continue to affect, the ways in which people use language to think, to communicate and to learn. Students must be prepared to meet new literacy demands in Canada and the international community. The ability to use language effectively enhances student opportunities to experience personal satisfaction and to become responsible, contributing citizens and lifelong learners. The aim of English language arts 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.

Key Theme: *Into the Unknown*

Course Objectives:

Students will listen, speak, read, write, view, and represent to:

- Explore thoughts, ideas, feelings and experiences
- Comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively
- Manage ideas and information
- Create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication
- Respect, support, and collaborate with others

Summative Assessments:

Compositions (26.67%)

In preparation for the Provincial Assessment Test (PATs), Grade 9 students will practice and hone their skills in regard to the Narrative Essay and Functional Writing Assignments. In addition, other minor writing assignments and formal literary essay will be introduced, assigned, and graded accordingly.

Assignments and Projects (26.67%)

These will vary with each unit of study and will provide students with an opportunity to represent their understanding of the literary arts in various ways. Each unit of study may contain major and/or minor assignments/projects that will be weighted accordingly.

Reading (26.67%)

These include various reading comprehensions along with assignments that will allow students to demonstrate their degree and depth of understanding when reading literary texts. Reading comprehensions will increase in weight throughout the year with more practice and longer items.

Final Exam (20%)

A Reading Comprehension and Written Assignment will be assigned during the last two months of classes. The PAT will be part of this grade evaluation.

Provincial Assessment Test

Grade 9s take the PATs at the end of the year. The results are used as an indicator to school and province if students are learning the intended outcomes. The ELA 9 PAT Part A (Writing Assignment) consists of a Narrative Essay and a Functional Essay which will take place between May 4 – 8, 2020. The ELA 9 Part B (MCQ Reading Comprehension) consists of 55 multiple-choice questions based on a reading selections from fiction, non-fiction, drama, poetry, and cartoons; which will take place between June 15 – 26, 2020.

Resources:

Textbooks

Various texts and literary works will be issued from the learning commons as needed. Supplementary material will be provided as and when available by the teacher. It is the student's responsibility to be accountable for all material provided and to maintain the physical and intellectual integrity of all texts provided. Lost or damaged texts that were borrowed may be subject to students paying for a replacement.

While purchasing individual copies of the assigned readings is encouraged and useful for an individual pursuit of reading, for the purposes of class discussion and easy referencing, please endeavour to use the version that will be given in the class set.

It is also required that Grade 9 students do individual reading outside of the texts studied in class as part of their literacy development. Students will be expected to have a personal book that is suitable for their grade level for all classes.

Google Classroom

Google Classroom would be used and set up for this course. It is expected that the student use Google Classroom in a responsible manner and reserve all functions on Google Classroom for course-related purposes only.

Class Website

<https://teachermrnic.wixsite.com/schs>

Course Overview

Below is a tentative overview of this course. This schedule is subject to change based on the learning needs of the class and teacher discretion. This year will encompass the following topics:

- Speech and Composition
- Short Stories
- Poetry
- Film
- Novel
- Shakespeare
- Critical Media Literacy

Late Assignment Policy

All assignments are expected to be completed by the assigned due date and submitted to the instructor at the beginning of that class, unless otherwise indicated by teacher. Because homework is such a valuable learning tool, if a student is unable to complete a homework assignment on time, the student has up to one (1) school week to submit the late work or until the teacher has graded and handed back assignments. After this time, a grade of zero (0) will be used as a placeholder until the assignment is completed and handed in. If the teacher has graded and returned assignments, the teacher will use their discretion to consider accepting the late assignment or requiring the completion of an alternate assignment, this is done to uphold the integrity of the assignment and to ensure all work being completed is that of the student.

Academic Misconduct

Academic misconduct can include: cheating, plagiarism, intent to act with dishonesty, etc. Any activity that is contrary to SCHS's academic policies will be dealt with immediately. The punishment for the infraction will match the offence. All consequences will be completed on the student's own time outside of class. Chronic or severe misconduct will be immediately brought to the attention of the administration for further disciplinary action and in some cases a score of zero will be given.

Test Attendance

In the event of an absence on a test day (both written and multiple choice), the test must be written at the earliest possible date. However, a parent must directly contact the teacher by telephone to excuse the absence, on the day of the absence, in order for the exam to be graded. If a student repeatedly misses assessment days, the student will be referred to administration. Exam extensions will be dealt with on a case by case basis.

Missed Classes

If a student misses a class, this does not excuse them from handing in assignments, presentations or allowing for an exam extension. They must hand in their material to the teacher the first day they return to school. Students are responsible for checking the website, Google Classroom, or checking with the teacher for gathering handouts from the class folders and copying any notes from a peer. Missed classes do not excuse responsibility for material covered in class.

Electronic Submissions

Electronic mail and/or submissions of assignments will not be accepted unless approval has been given by the teacher. Students are not to assume that the teacher will print their work or that work has been submitted if it is simply emailed without consent. Any email communication with teacher must be used appropriately and professionally in order to receive a response. We will rely heavily on using Google Drive and Google Classroom for file submission. Students will need to be familiar with these programs.

Technology

Students are encouraged to use their technologies wisely in the service of their education and learning. Please abide by school policy with regards to proper usage. Distractions from technologies will be dealt with in accordance to school policy and based on teacher discretion. In addition, students should develop their regulation skills by navigating the balance of a social need to check their devices and engagement to the task at hand. This opportunity to keep your device on you is a privilege that will be revoked if you display an abuse of it.

Controversial Topics

As part of its very nature, ELA asks its students to investigate and address a number of topics that might be considered controversial. These topics may include, but are not limited to: racism, terrorism, religious perspectives, legal rights & responsibilities, feminism, and social justice. All students should approach these topics with the maturity and empathy expected of the entire SCHS community. Bigotry and intolerance have no place in our classrooms, and will not be allowed at any time. Students are expected to act and respond with integrity at all times.

How will we RISE as...



Responsibility

- At all times, you are responsible for your own effort and attitude and how you interact with others. Always treat classmates, staff, and our learning space with respect.

Integrity

- Be someone who is worthy of trust and admiration.
- Work submitted as your own must be created entirely by you.
- Credit others where credit is due: this includes citing information used in your work and also crediting and thanking those who help you on your way.

Strength

- One of the best ways to learn is to fail. Embrace this, learn, and try again.
- This building is full of caring people. Seek help and support when you need it – from friends, teachers, and counsellors.
- Understand that we all experience stress and problems. How we deal with them and overcome them demonstrates strength in our character.

Excellence

- Excellence can never be achieved without a foundation of responsibility, integrity, and strength.
- Excellence is PERSONAL. Your personal excellence may look very different than another person's. Set realistic goals and strive to meet them.

Tear here

Parents/Guardians please complete the following and have it returned as soon as possible.

Student name:

Parent/Guardian names:

Preferred method of contact (please circle):

Email

Phone call

Parent/Guardian Contact information:

(email)

Please indicate the best way to reach you

(phone)

Comments:

Parent/Guardian Signature:

Student Signature: