

ELA B 9
Course Outline Fall 2019
Ms. Mackey

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Hello and welcome to 9th grade English! The following year is sure to be successful, provided you stay focused, diligent, and organized throughout. To succeed in English there are two main things you need to consider: hard work and a good attitude. Only your very best work will allow you to thrive in this course. Over the course of the semester, students will learn not only how to interpret and analyze texts, but also how to harness this knowledge to speak and communicate eloquently and effectively. The skills you will learn in this class will not just apply to academic pursuits but also to every day communication. I look forward to an amazing semester with you all!

The themes we will be looking at over Semester One are:

- Surviving and Conquering
- Exploring Loyalty, Love, and Relationships
- Our Shared Linguistic and Cultural Roots

Within these units, we will be looking at a variety of literature types, including but not limited to novels, short stories, poetry, plays, film, and non-fiction in order to better understand each topic.

Evaluations

Compose and Create (writing, representing, speaking)	40%
Comprehend and Respond (reading comprehension, listening, viewing)	40%
Culminating Final	20%

Materials

- a. Binder and loose leaf paper for handouts, notes, and assignments.
- b. Writing utensils - pencils, pens, paper, dividers, etc
- c. A novel for reading at the beginning at each class

Expectations

1. **Bring all materials** (listed above) to class every day.
2. **Stay organized.** When an assignment is given, document the due date somewhere (agenda, phone, etc). Keep all handouts and assignments together in a binder. Keep all assignments until the end of the semester as the final exam may be cumulative. Staying organized is critical to your success.
3. **Use your class time wisely.** If you work *during* class there will be less homework. When time is given to work on assignments in class, this is to help you. Not using class time effectively could result in extra homework, late assignments, or eventual loss of the incentive.
4. **Submit all assignments on time.**
 - Late assignments will receive an “L” on powerschool and this will affect your incentive
 - Missing assignments will receive a placeholder “zero” and a missing symbol in powerschool, until the work is handed in
 - Late assignments will be accepted up to FIVE school days **after** a unit is complete and/or after a reporting period and/or homework crush. Late work will not be accepted later than 3 days prior to the end of the semester, with the exception of assignments from the final unit. Any exception must be negotiated with me.
 - If an assignment is going to be late, let me know in advance and provide a written (either paper or electronic) statement on when you will have the assignment completed by, to be negotiated and approved by me.
 - Check ‘Power School’ often** to know what assignments are missing. Be responsible for your own learning!
5. Assignments will be evaluated based on **content, presentation, effort, and critical thinking**. Specific criteria can be found on the assignment rubrics. You may hand in assignments online (via email or a shared google doc) or you may hand in a physical copy to the appropriate hand-in basket. **Use the rubric** provided to cross reference assignment requirements and expectations. The rubric will tell you what you did well and how you can improve. Any negotiations for grade changes must be in person and a minimum of 24 hours after the grade is first given. If you think you deserve a higher mark, be prepared to defend your reasoning. If you would like more information on assessment or improving your mark, feel free to bring me any questions you may have.
6. **Be on time** and be prepared. Entering late disrupts the class and will create gaps in your understanding of the review, current instruction, or mini-lessons. Being late will also include consequences towards your incentive.
7. **Tech devices** such as cell phones, ipods, laptops, etc, should not be used unless as a tool for activities during a class. These devices **must be placed in a tech pocket** at the beginning of the class. There may be times when technology can be used in the classroom. You will be prompted as to when this time is. If devices are used at inappropriate times they will be confiscated and returned to you at the teacher's

discretion. Remember that the attendance initiative will be affected by the decisions you make in class on a daily basis.

8. Bathroom and drink breaks need to be taken **before or after class**, not during. You are welcome to bring water to class.
9. **Plagiarism:** the student handbook discusses the importance of documenting sources properly. In the case of a plagiarized assignment, the office staff will be notified, the Principal, Vice principal, and parents will be contacted, and the student(s) will be asked to re-demonstrate the assignment in front of the teacher with an automatic reduction to the grade. If the student reoffends, the administration and teacher(s) involved will decide what further actions should be taken. Plagiarism is a serious topic and is not taken lightly.
10. Please **take your job at school seriously**. Treat school as a job, but realize that you can still have fun while you work. Be curious, ask questions, try hard, learn from and respect each other. Everyone's opinion matters and is valued in this class.
11. Please **talk to me/email me** if you have any questions or concerns. I can't help if I don't know what's going on.
12. **Final Exam Incentive:** This policy is designed to recognize and encourage greater attendance, punctuality, assignment completion, and school-savvy behaviours. It is not a punishment. Your mark on the final exam, should you choose to take it, will not negatively impact the grade earned for that class (your mark just stays as is)

Details:

- Nine or fewer excused absences, which includes extracurricular absences. (Curricular absences will be addressed at the discretion of the office).
- 1 UEX or 1 suspension result in loss of incentive (Parents/Guardians have 5 school days to excuse an absence).
- Three or fewer lates
- Three or fewer late assignments (all must be completed and turned in three days before the end of the semester, unless otherwise specified by the teacher).
- No zero scores on any assignments in the specified course
- Minimum of 50% in the course going into the final assignment

Outcome Overview

CR9.1a View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.

CR9.1b View, listen to, read, comprehend, and respond to a variety of texts that address identity,

social responsibility, and efficacy.

CR9.2a and CR9.2b Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.

CR9.3a and CR9.3b Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to confirm meaning.

CR9.4a View and demonstrate comprehension and evaluation of visual and multimedia texts including illustrations, maps, charts, graphs, pamphlets, photography, art works, video clips, and dramatizations to glean ideas suitable for identified audience and purpose.

CR9.4b View and demonstrate comprehension of visual and multimedia texts to synthesize and summarize ideas from multiple visual and multimedia sources.

CR9.5a Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches.

CR9.5b Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including directions and speeches, recognizing train of thought, main points, and presentation techniques.

CR9.6a and CR9.6b Read and demonstrate comprehension and interpretation of grade-level appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to develop an insightful interpretation and response.

CR9.7a and CR9.7b Read independently and demonstrate comprehension of a variety of information texts including expository essays, historical accounts, news articles, and scientific writing.

CR9.8a and CR9.8b Read grade 9 appropriate texts to increase fluency and expression (150+wcpm orally; 215-260 silently).

CC9.1a Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.

CC9.1b Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.

CC9.2a and CC9.2b Create and present an individual researched inquiry project related to a topic, theme, or issue studied in English language arts.

CC9.3.a and CC9.3b Select and use appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.

CC9.4a and CC9.4b Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.

CC9.5a Create and present a variety of visual and multimedia presentations to best represent message for an intended audience and purpose.

CC9.5b Create and present a variety of visual and multimedia presentations including addressing various audiences for one proposal.

CC9.6a and CC9.6b Use oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in one-to-one, small group, and large group discussions.

CC9.7a and CC9.7b Use oral language intentionally to express a range of information and ideas in formal and informal situations including dramatic readings of poems, monologues, scenes from plays, and stories and presenting reasoned arguments of opposing viewpoints.

CC9.8a Write to describe, to narrate, to explain and inform, and to persuade.

CC9.8b Write to describe, to narrate, to explain and inform, and to persuade.

CC9.9a and CC9.9b Experiment with a variety of text forms and techniques.