English Language Arts 9

MS. JOHNSTON'S CONTACT INFORMATION:

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Course Overview:

Literacy is the ability to receive and express messages to successfully develop and/or construct meaning through a variety of language processes. Language is learned through these powerful and purposeful processes designed around stimulating ideas and issues that are meaningful to learners. Students in this class will develop their ability to make meaning in a wide range of forms in response to their audience and purpose. The language arts curriculum engages learners as reflective, articulate, literate individuals who successfully use their primary language, in this case English, to think, learn, and communicate.

Through a reading and writing workshop model of instruction, Grade 9 students will have the opportunity to explore various units of study including short stories, narrative, expository and persuasive writing, novels, poetry, informational texts, media literacy, and writing conventions.
In Nova Scotia, English Language Arts curriculum separates learning outcomes into three main Strands:

- Reading and Viewing
- Writing and Representing
- Speaking and Listening

While students are assessed on each strand individually, and will receive three separate ELA grades on their report cards (one for each of the strands), many of the activities and projects that we do in class will include outcomes from two or more of the strands.

If you are interested in learning more about the Nova Scotia Grade 9 ELA Curriculum, you can view it here.

Course Expectations & Outcomes:

Questions and Concepts	Skills and Competencies	Planning and Analysis
● Students will create questions around concepts that interest them, and then work to build understanding. o **Example**: How do I see culture expressed in oral, written, and visual communication forms? ● These questions and concepts will incorporate how to establish skills, to broader questions about literacy, culture, and community.	● Students will investigate how meaning is crafted in different ways depending on intention, and audience. ● Students will practice how their language use can create meaning and impact. ● Students will be offered opportunities to research and explore ideas or topics that interest them.	● Students will practice in-depth reading and listening for the purposes of analyzing an idea or question. ● Students will practice choosing relevant information and applying it to new ideas or research projects.

Assessment & Evaluation

Course evaluation will consist of a variety of both formative and summative assessments:

Formative Assessments are assessments FOR learning. These are the day-to-day learning and practice activities that build successful attitudes, knowledge, and skills. Formative assessments will include note-taking/making, answering questions about texts and other media, homework exercises, participation in discussions, conversations, informal presentations, reflective writing activities, and planning & conducting investigations. These activities are used to guide each student's learning and to indicate success. Formative assessments are not used in reporting achievement.

Summative Assessments are assessments OF learning. These include assignments, projects, reports, presentations, quizzes, and tests which demonstrate learning outcomes or achievement. They are used to create a "mark" for reporting to parents, to the school board, and to the department of education.

Students will be evaluated on a 1-4 scale for all work done in class:

1= Limited: student is experiencing difficulty with content and concepts

2= Developing: student is developing knowledge of content and concepts

3= Proficient: proficient knowledge and understanding

4 = In-Depth: in-depth knowledge and understanding

Communication

Powerschool: Marks will be posted regularly for students and guardians to stay updated on progress throughout the course.

Google Classroom: All assignments and communications will be posted on our Google Classroom page so that students have access at all times. If students are absent this will be the location to find missed work!

In addition to scheduled Parent/Teacher meetings, curriculum nights and other formal communication opportunities, I am available for informal conversations and meetings. Please refer to the contact information on this handout if you have any comments, questions or concerns!

Class Expectations:

Respectful language and behavior are required – this is a safe space, and there will be zero tolerance for those who attempt to make others feel uncomfortable or unsafe.

If a student thinks they cannot complete an assignment by the given due date, **it is their responsibility to contact me to arrange for an alternate due date** *before* **the assignment is due**. If students are submitting work after a due date, there is a "Late Work" form they must fill out before the assignment will be assessed.

Extra Help

Extra help will be offered as needed throughout the year during scheduled lunch hour sessions. Students may advocate for this help themselves or parents/guardians can reach out via email to schedule this as well.

Looking forward to a great year!

- Kelsey Johnston