

English Language Arts 9

Course Outline Semester 2 2024

Mrs. Taylor



Please find assignments and readings posted on Mrs. Taylor's Teams Classroom.
Please find a course calendar with assignment links at genevievetailor.pbworks.com.

"Mrs. Taylor has as her central aim the enabling of each student to experience a colorful tapestry of information and storytelling mediums while becoming confident communicators using a variety of print and digital platforms."

Throughout English Language Arts 9, students will use the core competencies including communication, thinking, and personal & social awareness to explore the following big ideas:

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

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

People understand text differently depending on their worldviews and perspectives.

Texts are socially, culturally, and historically constructed.

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

Curricular Competency

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

- ☀ communicate effectively in written, spoken, and visual forms
- ☀ develop positive attitudes about language learning
- ☀ make connections to other courses and to life outside the classroom
- ☀ appreciate their own culture and the culture of others
- ☀ use technology in an educational setting

Course Content:

Reading & Viewing: We will be studying a variety of literature including short stories, non-fiction, poetry, a novel and drama for pleasure as well as to understand better the world in which we live. Using themes and with a focus on literary conventions, terminology, vocabulary, and historical context, we will explore a variety of works. Our novel study will be *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie. Our short stories, non-fiction, and poetry studies will include selections from a variety of sources. We will study William Shakespeare's play, *A Midsummer's Night Dream*. We will be exploring a variety of films including: *Whale Rider* and *Smoke Signals*.

Writing, Responding, and Producing: Communicating effectively through a variety of both written and digital forms will be central to English 9. In addition to smaller literary, descriptive, and analytical pieces, we will be writing, responding, and producing research-based products and producing creative pieces such as a stories, videos and poems using a variety of platforms and techniques.

Speaking: In addition to practicing written communication, we will study and develop speaking skills including class and small group discussion, speeches, spoken word poetry, and drama.





Assessment: Students will be assessed using the new four point proficiency scale.

- ❖ Daily Work: Daily Work Assessment, Participation in small and large group discussions.
- ❖ Class Work: Assignments, Writing Workshops, Projects, Speech Project
- ❖ In-class Assessments: Short and Long Assessments,
- ❖ Final Course Assessment of Learning: End-of-Course Culminating Assessment

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Assignments: Expectations for every assignment including due date, criteria, and quality will be made clear with assignment criteria sheets and rubrics. Assignments will be collected at the beginning of the class for which it is due through submission to Mrs. Taylor’s hand-in-folder or through Teams. Students with absences will make appropriate arrangements for missed work and assignments will be submitted before they are returned to the class.

Students will learn about plagiarism and ensure that their submissions are original. Plagiarism is copying classmates’ work, downloading essays from the internet, having tutors make major changes to your writing, using AI to write assignments and claiming them to be original work, and/or pre-writing an in-class assessment.

Materials: BINDER (with lined paper and dividers for each unit), PENS, PENCILS, ERASER

Attendance: Students are expected to attend all classes and to arrive on time prepared for class. Students who are late or absent shall have their parents excuse them through the office.

Classroom Expectations: Social Responsibility, which is respect for peers, teachers, school, equipment, and oneself, is essential to a safe and productive classroom and school environment. Cellular devices for the purpose of learning may sometimes be a part of Mrs. Taylor’s class. Complete your work to the best of your ability and keep Mrs. Taylor informed if any issues arise through Teams or in person. Accommodations for late submissions must be discussed with the teacher prior to the due date. All students, including students with IEPs, will work collaboratively with Mrs. Taylor and Learning Services to navigate best practices for student success.

