

Course: Literacy 8/9

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Course Description:

Literacy 8/9 provides students with additional support in language and literacy skills in order to foster success in school, community, career and life. Reading, writing and oral language skills will be practiced through the exploration of text and story in order to communicate a developing understanding of diverse, complex ideas about self, others, and the world. Throughout the course, students will gain confidence in written expression, reading strategies, group discussion, and personal projects. In addition, strategies such as, goal setting and self-assessment will be taught.

Summer Learning Beliefs:

Summer Learning provides an engaging learning environment where all students can challenge themselves academically and fulfill their learning goals. To ensure this, students will:

- abide by the student Code of Conduct
- adhere to the Academic Honesty policy
- adhere to the *Summer Learning* Student Engagement policy
- respect themselves and others
- attend every class and be punctual
- inquire, think, and participate to the best of their ability
- access technology in class when instructed to do so and for learning purposes only
- challenge themselves and have fun learning

All Summer Learning policies can be accessed at:

<https://www.sd44.ca/school/summer/policies/Pages/default>

Learning Plan:

Evidence of Learning (Assessment)	Learning Plan
<ul style="list-style-type: none"> • Reader Response Journal • participation in class discourse • individual reflection on class novel • present an organized planner with goals and study plan 	<p><i>What the students will know:</i></p> <ul style="list-style-type: none"> • Reading strategies, oral language strategies, metacognitive strategies, writing processes. • Text form, function, and genre, as well as literary elements, and literary devices. • Conventions of language, features of oral language, and presentation techniques.
	<p><i>What the students will do:</i></p> <ul style="list-style-type: none"> • Think critically, creatively and reflectively. • Exchange ideas and viewpoints to build shared understanding and extend thinking. • Construct meaningful personal connections between self, text, and world. • Respond to text in personal, creative, and critical ways. • Use an increasing repertoire of conventions. • Set goals and organize time with an agenda. • Self-assess achievement.
	<p><i>What the students will understand:</i></p> <ul style="list-style-type: none"> • Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. • Language and text can be a source of creativity and joy. • People understand text differently depending on their worldviews and perspectives.
<p>School Based Summative Assessment</p>	<ul style="list-style-type: none"> ▪ exit interview with teacher ▪ final written response to class novel ▪ Pecha Kucha presentation

Evaluation:

Students who **Meet Expectations** can demonstrate growth in...

- Making connections, giving reasons, and examples.
- Summarizing and interpreting main ideas in readings.
- Organizing ideas and constructing responses in writing.
- Verbally exchanging ideas and viewpoints within a group.
- Identifying personal strengths and challenges in their own practice.
- Developing critical thinking skills.

Students who are **Not Yet Meeting Expectations** still need support to...

- Make simple personal connections to text.
- Summarize and interpret information from readings.
- Organize and construct responses in writing.
- Determine personal learning goals and assess progress in achieving these goals.
- Apply oral language strategies to exchange ideas and viewpoints within a group.

Celebration of learning:

The 2018 Celebration of Learning is shaped around "Ways of Knowing".

How do I know what my personal strengths are?

Our class will collaborate to create one Pecha Kucha presentation with the aim to express "Ways of Knowing." A Pecha Kucha presentation uses imagery and spoken word. Each student is responsible for preparing 3 slides of images and 30 seconds of spoken content about the ways in which we know

Resources:

Resources
<ul style="list-style-type: none"> • <i>The Absolutely True Diary of a Part Time Indian</i> by Sherman Alexie
<ul style="list-style-type: none"> • Agenda or student planner