

English Language Arts 9 Course Outline

Windsor Secondary
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*The privilege of a lifetime
is being who you are.*

— Joseph Campbell



Intention: It is our hope that students learn more about themselves, each other, and the world we inhabit. In this course we encourage students to access wise advice about life while learning how to enjoy, analyze, and interpret the thinking and stories of others. Students will practice organizing their own thoughts by developing proficient writing skills, and they will expand their vocabularies to assist their maturing grasp of the five skills of language arts: reading, writing, listening, speaking, viewing.

Big Ideas

Language and Stories can be sources of creativity and joy.

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

People understand texts 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.

Competencies – Skills And Processes

1. Students access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability.
2. When encountering and composing a variety of written, visual, and spoken works, students use multiple strategies and processes to determine the following in each case:
 - Does the work meet its purpose?
 - Is there a relationship between content and form?
 - Is it meaningful?
 - Does it contribute to an understanding of self and others?
 - Does it adhere to the features, structures and conventions of the English language?

The Big Ideas help explain some of the reasons why Language Arts is important. At the heart of this course are the questions “**Who am I?**” and “**How can I express what matters to me?**” along with our exploration of how the Big Ideas relate to the formation, expression, and influence of individuals in their societies. To do this we practice skills and processes called Competencies — analyzing, interpreting, and composing fiction, non-fiction, and poetry — and use these Competencies to both generate and answer questions of personal, social, and cultural identity. To encourage and guide our learning we follow the Expectations and Rules for Reading and Writing Workshops.

School-Wide Goals

At Windsor we aspire to be a vibrant learning community where individuals respect and encourage one another to develop the competencies needed for our rapidly changing world. We strive to foster critical thinking and compassionate, educated citizenship.

English Classroom Listening and Speaking/ Engaging/Exchanging

All students do better in a classroom where guidelines, procedures, rules, consequences and expected competencies are clearly defined.

Curricular Competencies addressed:

- Apply appropriate strategies to comprehend, inquire, and extend thinking
- Respectfully exchange ideas and viewpoints
- Demonstrate speaking and listening skills

Listening

Students must listen quietly when Ms. Dunn talks and follow all directions given.

Speaking/Engaging/Exchanging

Students must be involved with the independent or group work Ms. Dunn assigns.

If students are absent or would like additional feedback for their work, they must make an appointment to meet with Ms. Dunn before the school day begins.

“Who am I?”

“How can I express what matters to me?”

Approximate Timeframe

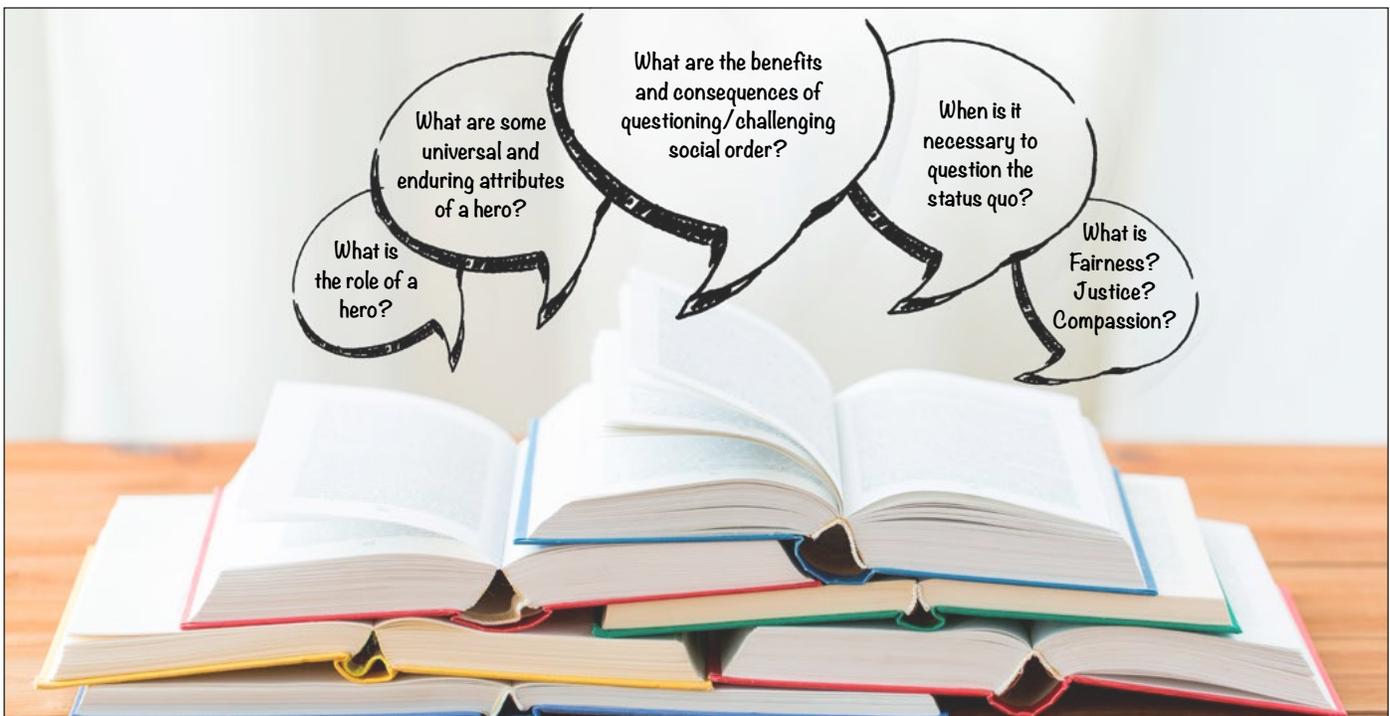
25-35% Oral Language (Speaking and Listening)

40-45% Reading and Viewing

25-35% Writing and Representing

Outside of a dog, a book is man's best friend. Inside of a dog it's too dark to read.

— Groucho Marx



Policies and Procedures: English 9

Required Materials Supplied by Students

- Binder with 8 dividers and paper (2 inch D-ring binder for this course only)
- Two 1-Subject Journals (8.5" x 11" Spiral with 3 holes) approximately 150 pages each (not plastic)
- Two 4-Pocket folders 9.5"x 12" paper (not plastic) for 3 ring binder
- Writing Materials (pencils and at least 3 pens of different colours: blue, black, red (or green)
- Highlighters
- Assignment and Project Materials (as required)
- Student selected novels and short stories
- Supplies needed for special projects

Cell Phones and Computers

Students may use appropriately personal laptops for written work and assigned research. There are five classroom laptops for student use. Cell phones are not permitted. They will be collected at the beginning of class and returned at the end of class.

Assignments and Tests

It is expected that students will submit all assignments and complete all tests in order to pass this course. Work must be submitted on the date assigned unless special circumstances prevent students from doing so. In such cases (e.g. illness), students must arrange to meet with Ms. Dunn immediately upon returning to school.

In all assignments, students are reminded to use UPPER CASE and lower case where appropriate whether printing or using a word processor. Assignments done completely in UPPER CASE will not be accepted. To effectively gauge students' progress, students must acknowledge all support provided (when revising, editing, spell checking, and grammar checking).

Notebook

It is expected that a neat notebook, organized appropriately for the course work, be maintained.

Attendance

It is important that students understand the necessity of regular attendance. Discussion of literature and language is an important aspect of English and often cannot be duplicated later. Further, oral skills are evaluated, and this evaluation is more reliably made by observations in many classroom situations. It is necessary that students be aware of the high correlation between full attendance, good study habits and high grades. Student truancy clearly undermines classroom performance. If absent for a test, students must bring to the teacher a note from the parent explaining their absence. This is to be done immediately upon returning to school.

Plagiarism

Plagiarize (verb) – *to take and use as your own the thoughts, writings, inventions, etc. of someone else; especially, to take and use a passage, plot, etc. from the work of another writer. Plagiarism is theft.*

At Windsor, plagiarism also occurs if one uses the same material in more than one subject area without the teacher's permission, or if one uses another student's work, even with that student's permission. A significant portion of evaluation is based on the writing process. Therefore, all rough work and drafts must be available upon request. Hard copies of intermediate drafts must be printed.

Students will not receive credit for any assignment that includes plagiarized work.

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I have read and I understand the policies, procedures and course outline for English 9:

Student Name (please print): _____ Block: _____

Student Signature: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____