



## ELA 9 Communication Plan 2017-2018

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Room 218

I would like to welcome your child to my classroom. Please take time to review this information about the course and what can be expected in the upcoming months. EL 9 is a “double semestered” course meaning that we have class each day for the year. ELA 9 is divided into three different strands of outcomes – Speaking and Listening, Reading and Viewing, and Writing and Representing. Each unit will address all three strands of the curriculum as students develop their skills and competencies throughout the school year. The goal is for students to be able to communicate clearly, effectively and respond both personally and critically to what they hear, observe and read. The general Grade 9 ELA outcomes are outlined below:

### Outcomes

#### Speaking and Listening

- 1. USE ORAL LANGUAGE TO LEARN** - Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.
- 2. COMMUNICATE USING CLEAR ORAL LANGUAGE** - Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.
- 3. INTERACT WITH SENSITIVITY AND RESPECT** - Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

#### Reading and Viewing

- 4. READ WIDELY AND WITH UNDERSTANDING** - Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts.
- 5. CONDUCT RESEARCH** - Students will be expected to interpret, select and combine information using a variety of strategies, resources and techniques.
- 6. RESPOND PERSONALLY** - Students will be expected to respond personally to a range of texts.
- 7. READ CRITICALLY** - Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

#### Writing and Representing

- 8. USE MANY KINDS OF WRITING TO THINK AND LEARN** - Students will be expected to use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences and leanings; and to use their imagination.
- 9. CREATE A VARIETY OF TEXTS** - Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
- 10. PRODUCE CLEAR AND EFFECTIVE WRITING AND OTHER**

**REPRESENTATIONS** - Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.

Each unit will focus on different skills and strategies within the three strands of outcomes and will introduce and require students to engage with short stories, poems, songs, documentaries, films, essays, individual/group work, art and visuals, novel excerpts, and biographies/autobiographies.

**Important Information Novel Studies:**

Students are required to always have a “book on the go” approved by me and time will be set aside most classes for reading. We will complete a variety of mini activities throughout the year which will include both written and oral activities. At minimum, students are asked to complete one novel per term (when a whole class novel is not assigned).

**Whole Class Novel Study:**

There will be one “whole class” Inquiry Novel Study unit sometime during second or third term. Students will have a choice of novels to choose from which center around a common theme.

**Evaluation/Assessment:**

Assessment and Evaluation: ELA 9 include a broad range of balanced assessment strategies that give students multiple opportunities to demonstrate their knowledge, skills and attitudes. Assessments are no longer limited to testing what students have learned at the end of a lesson or unit. There is an increased focus on "formative assessment" (assessment "as" and "for" learning) where students receive regular and valuable feedback, directing them in additional learning needs. Students will be assessed on going basis and progress/areas for improvement will be shared with students and their families. The purpose of assessment is to identify student strengths and challenges in a timely manner so that next steps or focussed follow-up instruction can be planned and delivered. Students have multiple opportunities to meet the same outcome within each term. Assessment information will be entered in PowerSchool on a regular basis. Parents can also follow their child’s progress by logging on to PowerSchool; assessment information will be updated regularly.

Students are expected to complete all class work and assessments/evaluations. Within each unit specific curriculum outcomes will be addressed through a variety of activities. The following list outlines the types of assessments and evaluations students can expect this year: formal and informal observations, conferences, work samples and in-class assignments, anecdotal records, simulations, checklists, tests and quizzes, questionnaires, presentations, learning journals and responses, questioning, debates, essay and other informational writing, rating scales, performance assessments, case studies, self-assessments, panel discussions, multimedia presentations, and graphical representations.

English outcomes will be assessed through a variety of projects, essays, assignments, tests and the exam. The following is the marking scheme, although subject to change.

Reading and Viewing Assignments:	20%
Speaking and Listening Activities:	15%
Written Assignments:	20%
In class:	10%
Multi Genre:	10%

Exam:	25%
Total:	100%

### **Tests and Assignments:**

There will be small tests and quizzes throughout. Usually my tests include fill in the blanks, short answers, essays and definitions. There will not be many tests in ELA 9.

Tests missed with an excused absence will be written during your first day back and unexcused absences WILL result in a 0. It is your responsibility to come to me about writing the test. If you do not write the test you will receive a 0.

### **Units of Study:**

With the three categories in mind, students in ELA 9 will be working on various activities to develop their written and oral communication skills as well as reading for deeper meaning. We will explore the major areas through the following units/themes:

- Short Stories
- Novel Study
- Independent novel study
- Poetry
- Drama
- Essay writing
- Media

### **Student Learning Assessments Tools:**

Students will be given ample opportunity to finish most work and assignments in class

- In class assignments
- Essays
- Quizzes
- Tests
- Projects
- Presentations
- Exam

### **Projects and Assignments:**

Here's a little secret to help you do really well in my class! I LOVE to see creativity – Make it interesting!. There may be in-class assignments and assignments given during class-time that may require you to work on or complete at home. If students are on task and working well in the classroom the majority of the assignments should be easily completed in class.

Each unit will have various assignments that will be completed on your own, in pairs, and in small groups. If you need to work at home on this project please make sure you are paired with someone you can work with easily by computer, phone or getting together.

With projects your mark will include how well you work on your own and in groups as well as the work you produce. I will often consult with group members to help me decide if everyone is working. If you decide not to do work in class it will hurt your mark! If you choose to do the work to the best of your ability you will likely do quite well in this course. It is up to you!

**Attendance Policy:**

Please refer to Sydney Academy’s attendance policy, detailed on the school web site. Regardless of the reason for your absence, it is 100% up to the student to make up missed work. This means getting the notes and assignments from the previous day and arriving back in class prepared. Absences are usually not a legitimate excuse for being unprepared. A parent/guardian must call the school to excuse your absence. Students are not expected to leave class other than for water, washroom, being called by an administrator/guidance, or medical emergency.

**Homework/ Assigned Readings:**

THERE IS ALWAYS SOMETHING TO WORK ON. JUST BECAUSE SOMETHING IS NOT DUE THE NEXT SCHOOL DAY DOES NOT MEAN THAT YOU HAVE NO HOMEWORK UNTIL THE NIGHT BEFORE! DO NOT PROCRASTINATE. Reading and review should be a daily habit.

**Contact Information:**

Contact me at the school – Students homework, Assignments and dates will be found on the student website: <http://mrdouestudentsite.weebly.com/>  
Looking forward to a great year, and please contact me with any questions or concerns  
Telephone: 902-562-5464  
School Address: 49 Terrace St, Sydney NS B1P 2L4  
Email address: doueb@gnspe.ca

Parents/Guardians signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Attached are the General and Specific Curriculum Outcomes for the course.

## **ELA 9 General and Specific Outcomes**

### **Overall Expectations**

Students will be expected to:

- communicate information and ideas effectively and clearly, and to respond personally and critically
- interact with sensitivity and respect, considering the situation, audience, and purpose
- select, read, and view with understanding a range of literature, information, media, and visual texts
- interpret, select, and combine information using a variety of strategies, resources, and technologies
- respond personally to a range of texts
- respond critically to a range of texts, applying their understanding of language, form, and genre
- use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination
- create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
- use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness

### **Specific Expectations**

Students will:

- listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented
- demonstrate an understanding that information texts are constructed for particular purposes
- respond to some of the material they read or view by questioning, connecting, evaluating, and extending
  - move beyond initial understanding to more thoughtful interpretations
- critically evaluate information presented in print and media texts
  - assess relevance and reliability of available information to answer their questions
- demonstrate that print and media texts are constructed for particular purposes and particular audiences
  - describe how specific text and genre characteristics contribute to meaning and effect
- respond critically to texts of increasing complexity
  - analyze and evaluate a text in terms of its form, structure, and content
  - recognize how their own ideas and perceptions are framed by what they read and view
  - demonstrate an awareness that personal values and points of view influence both the creation of text and the reader's/viewer's interpretation and response
  - explore and reflect on culture and reality as portrayed in media texts
  - identify the values inherent in a text

- integrate information from several sources to construct and communicate meaning