

# W.H. CROXFORD HIGH SCHOOL

## ENGLISH LANGUAGE ARTS 9 COURSE OUTLINE

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The grade 9 year at WHC is about transitioning for success into high school, and is designed to integrate academic core subjects as much as possible. Working with a cohort group, teachers will provide programming that links the four core subjects at natural points - sometimes integrating classes, other times focusing on discipline-specific content.

### COURSE CONTENT:

Science	Math
Students in Grade 9 Science work safely with chemicals to explain, interpret and extend their understanding of chemical theory. They also design, test and evaluate electrical devices that transfer and transform energy, and they explore the role of genes and DNA in the diversity of life. Students study space exploration and how science and technology are related.	Students in Grade 9 will solve problems involving powers and apply the order of operations, including exponents. They will solve problems involving operations on rational numbers, which includes an understanding of square roots. They will model and solve problems using linear equations and inequalities in one variable. They will also be introduced to polynomials and solve problems involving circle geometry and scale diagrams.
Social Studies	English Language Arts
Grade 9 Social Studies focuses on citizenship, identity and quality of life. Students will examine the relationships between Canada's political and legislative processes, and they'll examine the impact of these processes on governance, rights, citizenship and identity. Students will also explore issues of economics and their impact on quality of life, citizenship and identity in Canada and the United States.	Grade 9 students examine ideas, experiences and information from points of view that differ from their own. They discuss how different people take away different meanings from the same material. Using different sources of information, they continue to develop their own opinions and impressions.

## **CURRICULAR OUTCOMES SPECIFIC TO ENGLISH LANGUAGE ARTS:**

<b>General Outcome 1</b>	Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
<b>General Outcome 2</b>	Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.
<b>General Outcome 3</b>	Students will listen, speak, read, write, view and represent to manage ideas and information.
<b>General Outcome 4</b>	Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.
<b>General Outcome 5</b>	Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

### **SUPPLIES:**

Unless otherwise noted (i.e. novel studies, Shakespearean Drama, etc.), texts and resources will be made available to students digitally. However, due to the current health standards, students will be responsible for their own materials, including (but not necessarily required/limited to):

- paper
- pens and/or pencils
- pencil crayons and/or markers
- computer and charger

### **PERSONAL DEVICES FOR LEARNING:**

WH Croxford is a 1-to-1 school. Students should bring a personal device that will support working and learning in this environment. A laptop or tablet is considered an appropriate personal device for learning. Cell phones are NOT learning devices. Devices should be charged, updated, and ready to use at the start of each day. There will not be computers available for students during the day from the school.

## UNITS OF STUDY/EVIDENCE OF LEARNING:

Students will be evaluated on reading, writing, viewing, representing, and speaking in respect to the General Outcomes through the study of a variety of literary texts across multiple genres (poem, film, short story, etc.); these will be used throughout the course within the following units of study:

- Speech and Composition
  - Multiple short fiction and non-fiction texts
  - Major Text: *Freedom Writers*, directed by Richard LaGravenese
- Short Text
  - Multiple short fiction and non-fiction texts
- Novel Study
  - Multiple short fiction and non-fiction texts
  - Major Text: *Unwind*, by Neal Shusterman
- Poetry
  - Multiple poems/songs and non-fiction texts
- Shakespearean Drama
  - Multiple short fiction and non-fiction texts
  - Major Text: *A Midsummer Night's Dream*, by William Shakespeare'
- Modern Drama
  - Multiple short fiction and non-fiction texts
  - Major Text: *12 Angry Men*, directed by Sidney Lumet
- Film Study
  - Multiple short fiction and non-fiction texts
  - Major Text: *Black Panther*, directed by Ryan Coogler

While the “major texts” should remain consistent, these sources are open to change and modification, depending upon the needs and requirements of the students.

Also be aware that some of the material does include mild profanity, as well as some potentially controversial content. That said, all material is kept at a PG-13/14A level.

**We will be discussing controversial topics in this class, both planned and impromptu. If at any point you feel uncomfortable for personal, religious, cultural etc. reasons, please let me know, and alternatives will be found.**

<p><b>Evidence of Learning</b></p> <p>Students will be evaluated on reading, writing, viewing, representing, and speaking through (<b>though not limited to</b>) the following assessments, as per the Alberta Curriculum:</p>	<ul style="list-style-type: none"> <li>- in-class activities</li> <li>- response journals</li> <li>- tests and quizzes</li> <li>- personal and critical response writing</li> <li>- discussions and debates</li> <li>- speeches</li> <li>- videos</li> <li>- reading comprehension assessments</li> </ul>	<p style="text-align: right;">Class activities 90%</p>
<p><b>Final Assessment</b></p>	<ul style="list-style-type: none"> <li>- Cumulative Assessment of learning throughout the year.</li> </ul>	<p style="text-align: right;">10%</p>
	<p><b>Total:</b></p>	<p style="text-align: right;">100%</p>

**REGARDING PLAGIARISM:**

Students are expected to exercise academic honesty and acknowledge the sources (print and internet) used in completing various tasks throughout the year. Sources of information must be cited using an appropriate format for giving credit where credit is due, such as a including a bibliography, or works cited list. **To submit work that is not completely your own is plagiarism.** If you are ever unsure, check with your teachers before you hand work in. Plagiarized work will be returned and not included for course credit until it is corrected and resubmitted.

**LATE/MISSING ASSIGNMENTS**

Unexcused Late/Missing assignments are the responsibility of the student to complete and submit. There are no penalties for late assignments, but the assignment(s) will be recorded in PowerSchool as **Missing** and attributed a score of **“0;”** this will be removed as soon as the assignment is submitted.

Should students need help or extensions on assignments due to legitimate reasons, please come and speak with me so that alternative plans can be made.

Should outstanding assignments become an ongoing issue:

- The student, teacher, and parent/guardian of the student will arrange a meeting to discuss a strategy for completing the outstanding assignment(s).
- Administration may be brought in to help discuss alternate arrangements in terms of the student’s timetable/schedule in order to help the student succeed.

The timeline for the return/grading of late work does **NOT** take precedence over more recent assignments--they will be addressed at the earliest convenience.

## **ABSENCES/MISSED TESTS**

Please call the school if you know you'll be absent. A test missed because of an excused absence should be made up as quickly as possible, preferably on the day of your return to school. It is your responsibility to catch up on any test missed because of an excused (or excusable) absence.

## **GENERAL GRADE 9 EXPECTATIONS:**

- Students are to respect each other's right to learn in a safe and respectful environment. Personal attacks or insults based on personal, religious, cultural etc. beliefs will not be tolerated.
- Students will respect the teacher's right to teach. This includes paying attention when we are speaking and treating us as you would any other adult in the school.
- Students will come to class ready to learn and participate to the best of your ability. This includes being ready with supplies for the day, and a willingness to learn.
- This is a professional work environment. You are expected to dress and act accordingly, and exercise maturity and self-control.
- Students will use materials and technology in an appropriate and respectful manner. Use of your devices are a privilege, not a right—if you are using them inappropriately, you will be asked to put them away. This includes having devices open when I, or anyone else, is speaking to the class, inappropriate or explicit images or text, ringing, or alerts during class, etc.