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| **English 9** **Ms. Legault – she/her**  Work Email: [alegault@sd46.bc.ca](mailto:alegault@sd46.bc.ca)  Website: <http://www.mslegault.weebly.com>  Gmail: [alegault@g46.ca](mailto:alegault@g46.ca) |

English 9 focuses on developing your English skills, and 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 other 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.

The units for this course may include:

* Grammar, spelling, editing skills
* Novel study (*The Hunger Games, Touching Spirit Bear, or TBA)*
* Lit Circles
* Drama/Shakespeare (*Romeo and Juliet*)
* Short Stories
* Poetry
* Creative Writing, Memoir
* Other writing: paragraphs, essays, non-fiction, etc

Required Materials

* Three ring binder and dividers (see below for suggestions)
* A duotang with lined paper (for journaling)
* Lined paper
* Writing Utensils: pens (blue/black, and red\*), pencils
* Silent reading novel
* School Gmail account for Google Docs
* \*Lesser Used: colouring supplies, rulers, red pen, highlighters

Suggested Dividers

* Stories/Novels
* Poetry/Plays
* Grammar/Writing/Misc
* Lined Paper

**ASSESSMENT**

**Informal and summative assessments** are made on a continual basis.

•Informal assessment includes smaller and practice assignments. This typically involves daily class activities such as grammar, vocabulary, and literary term exercises; pre-writing, rough draft, and editing assignments; comprehension and discussion questions; response journals and writing; and small quizzes.

•Summative assessment evaluates mastery of skills. This typically involves larger or cumulative assignments such as essays and narratives, unit tests, oral presentations, research projects, etc.

At the end of the school year, there will be some format of final assessment of what you have learned over the course of the year. This may either be in the form of a final examination or a final project.

The following chart outlines the mark breakdown for each grade level.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Informal (% of term grade) | Summative (% of term grade) | Term Marks (% of overall grade) | Final Exam/Project (% of overall grade) |
| 8 | 40 | 60 | 85 | 15 |
| 9 | 30 | 70 | 80 | 20 |
| 10 | 20 | 80 | 80 | 20 |
| 11 | 10 | 90 | 75 | 25 |
| 12 | 10 | 90 | 70 | 30 |

**“The Fine Print”**

**Assessment and Assignments:**

Assessment of student work is to provide students, teachers, and parents with ongoing information of the progress of the student in meeting the required Learning Outcomes as prescribed in the English Languages Arts Curriculum. As English is an ongoing skills development course as opposed to a content-based course, assignment completion in a timely fashion is necessary for ongoing assessment to be valid and informative. It is expected that students will do outside of classroom preparation for this course. This may include, but is not limited to, reading, editing written work, and research.

**Please be aware of the following guidelines:**

• For reporting purposes, assignment cut off dates must be set. It is the responsibility of the student to ensure these deadlines are met.

• As work submitted after the cut off date is no longer a valid assessment of student progress, late assignments will be accepted only at the discretion of the teacher.

• Work submitted after mark cut offs, **if accepted**, may be evaluated separately, using an alternate evaluation rubric, and may be used as a part of the summative assessment at the conclusion of the course.

• Students submitting assignments after mark cutoffs must be prepared to provide evidence to support authenticity of original work (first drafts, edited copies, outlines, research notes, evidence of readings...).

• **As learning is based on classroom teaching and discussions, regular attendance is essential for student progress and success. Extended or frequent absences may result in a lower grade.**

1. An **"I"** or **Incomplete** may be assigned to the student's report for a term if not enough work has been submitted to allow for a fair evaluation of student progress.

**Classroom Behaviour**

**Respect:**

* treat classmates, teachers, and other staff with respect
* support shared ideas, and work
* rude behavior, derisive or cutting remarks, etc. will not be tolerated

**Talking:**

* listen while others are speaking
* do not talk while others are speaking

**Swearing:**

* swearing is prohibited

**Eating and Drinking:**

* eating is allowed, but nothing too loud, smelly, or sugary
* yes: water, juice, coffee, tea
* no: slushies, energy drinks, big bottles of pop
* please clean up after yourself, or food will be banned

**Phones:**

* may only be used at specific times for educational purposes, and not while lectures are happening
* you can listen to music during quiet work time
* phone use during inappropriate times may result in confiscation

**Devices:**

* bringing your own laptop/tablet for work is fine
* please keep on task

**Leaving:**

* if you need to leave the class to go to the bathroom, raise your hand and ask

**Reading:**

* classes will start with 10-15 minutes of silent reading
* please come to class with your book
* audiobooks/eBooks are fine

**Masks:**

* masks are not required in the classroom, w/in your cohort
* however, masks are highly encouraged

**Attendance**

**Lateness:**

* do your best to arrive to class on time
* if you are late, enter the room with minimal disruption
* if lateness becomes an issue, we will be having a conversation

**Illness:**

* please do not attend class if you are ill
* check with Ms. L, a friend, or online to find out what you missed

**Other Absences:**

* if your absence is planned, please let Ms. L know in advance if possible
* if you are absent, it is your responsibility to keep on top of your assigned work

**Website:**

* Ms. L’s classroom site will have daily updates for what we did in class

**Leaving Early:**

* if you have to leave early, let Ms. L know at the start of class
* provide a general reason (ie. appointment) and proof of parent/guardian permission

**Assignments**

**Due Dates:**

* assignments will be given a due date
* assignments should be handed in by that deadline
* late assignments will not receive feedback

**Extensions:**

* if you need more time on an assignment, email Ms. L to request an extension
* send an email: propose a reasonable alternate due date, include your reasoning
* turn in by agreed upon date

**Plagiarism:**

* plagiarism is unacceptable
* work found to be plagiarized will be given a zero

**Swearing**

* swearing is prohibited in assignments

**Rewrites/Resubmissions:**

* rewrites can only happen if you are completely caught up in class
* they are allowed on assignments that received a grade of below 86%
* rewrites will receive a maximum grade of 86%

**Quizzes/Tests**

**Quizzes:**

* under 20 marks
* no more than one page double sided

**Tests:**

* tests will be given an appropriate amount of time to be completed

**Plagiarism:**

* plagiarism is unacceptable and will result in a zero

**Rewrites:**

* rewrites are not allowed on tests
* bonus assignments can be made available for grades below 86%

**Phones:**

* no phones allowed during a quiz/test

**Other**

**Flex:**

* if you are behind on work (1 summative, more than 3 informal), you may be required to stay for Flex if it falls after our class.
* if you are not required to stay, you are more than welcome to stay and work on whatever you need to do
* quiet work or reading

**Lost Handouts:**

* there are three places you can find lost handouts:
  + Google Classroom
  + Ms. Legault’s classroom website
  + Extra handout bins near the door
* Check those places before you ask.

**App:**

* Ms. L will be using the Chatelech2Go app to send reminders.

Dear Parents/Guardians,

If you have any information regarding your student that you feel it is important for me to know to help your student’s success, please inform me at your earliest convenience. I want all my students to succeed and parental support is an important element of that. If you have any questions, comments or concerns about your child’s learning in this course, please do not hesitate to contact me either by phone or email. However, email will be the most efficient method of communication.

Please take the time to go through this course outline with your student so you are both clear on my expectations and what we will be covering in this course.

Ms. Ashley Legault

English

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<http://www.mslegault.weebly.com>

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Please sign and date below and have your student return the signed slip to me.

Student Signature

Student Name (please print)

Parent/Guardian Signature

Parent/Guardian Name (please print)

Preferred contact phone number

Parent/Guardian email address