

**English Language Arts GRADE NINE - ELA 10F****Teacher's Name:** Mr. Macgranachan**Contact Information:** Through TEAMS or macgranachan.shayne@bsd.ca

English Language Arts is a **reading, writing, thinking, and sharing** course.

Those are all verbs. Learning IS a verb. It is something we DO.

What does that mean? It means our goal is **working to improve** using the learning opportunities in class every day.

"THE DAY"

What might you expect to do on any given day in ELA?

READ – Daily reading builds momentum and interest. You will be reading every day in ELA class. We will read short pieces (short stories, memoir excerpts, personal essays), along with novels of a variety of levels and interest throughout the year. There will be a combination of book clubs (choosing a title from a selection) and core texts (we all read the same text together with a shared focus).

STUDY – We will often look at smaller chunks of writing (passages) to focus on the craft of writing. This includes noticing/discussing "choices" in writing and how they're used.

WRITE – Daily writing builds stamina and confidence. We will use many of the "passages" during STUDY time as a model for our own writing.

REFLECT/ASSESS – There will be moments during the year for you to individually reflect on your learning, set and adjust writing goals, think about feedback from Mr. Mac, and to revisit your writing and look for growth and next steps.

REVISE & POLISH – Occasionally, you will dust off old pieces of writing and revisit them, revise them based on new learning, and polish them.

SHARE – Throughout the year, Mr. Mac will talk with you about your writing. These moments will allow you to showcase your learning throughout the semester (what you've learned, what you're focusing on/practicing, talk about your writing goals, set new goals).

HOW WILL I BE ASSESSED IN ELA?

COURSEWORK (80%) Day to day activities to assess proficiency and growth in the following:

Comprehension	Expression of Ideas	Organization of Ideas
Language Use	Use of Conventions	Revision

This course will be piloting an outcome-based assessment. Specifics around assessment and reporting of grades will be communicated at a later date.

EXAMS (20%) Midterm (end of January) and Final (end of June) for a summative assessment opportunity and to help develop stamina for future ELA exams (e.g., the Grade 12 Provincial Standards Test)

JANUARY EXAM → 10%

JUNE EXAM → 10%

Exam dates will be released when the school finalizes all exam times. Information about the assessments will be passed along closer to the date.

Learning Behaviours → Assessment and reporting of learning behaviours will be according to the BSD Learning Behaviours Rubric.



CROCUS PLAINS REGIONAL SECONDARY SCHOOL COURSE OUTLINE



NOTES FOR STUDENTS:

on attendance:

This course is built around the belief that *practice makes you better*. I therefore highly value the practice opportunities provided in the course everyday. I plan 65 minutes per day; I expect engagement *for* those 65 minutes, *during* those 65 minutes. Therefore:

- I do not allow past due assignments to be worked on during class time
- My classroom is usually open during lunch hour as a space to catch up on past coursework
- **Showing up to class everyday is the most important thing you can do to be successful in this course**

on cellphones:

I strive to make every minute of class time count and take that into consideration when planning lessons. Phones can be a useful learning tool, but also a distraction. **Phones will not be allowed during class time.** They can be left in a locker, or in one of the “pockets” set up in the classroom.

on due dates:

I mean them. Feedback is an important part of this course, and feedback works best when it is **timely**. I set due dates around times I can quickly provide feedback on assessments. If you need an extension, **you must talk to me in person** (not in a Teams message) **prior to the due date.**

on artificial intelligence:

AI can also be a useful learning tool. In fact, we may utilize it at various points during the semester. Critically examining it will therefore be ingrained in the course. **Dishonest use of AI as part of assessment completion will be treated as academic dishonesty.**

on academic dishonesty:

The course is designed to engage and challenge your thinking. It therefore assesses your thinking. Not your friend's, or somebody else's, or the internet's, or AI's. Attempts at submitting work that is not your thinking will result in consequences that may vary from redoing the assessment to taking a zero to removal of the course, depending on the degree of dishonesty and the assessment itself.