

9th Language and Literature

Instructor: Ms. Nordleaf

Preferred Contact Information

gnordleaf@westsoundacademy.org



COURSE DESCRIPTION

In 9th Language and Literature, we will explore drama, poetry, short stories and novels (fiction and non-fiction) through reading, writing, and discussion. You will work to reach and exceed specific learning targets based on Pre-IB Standards and the targets for mastering skills for writing, analysis, inquiry and discussion. The goal of this course is to support you in becoming independent, strategic, and critical thinkers who communicate effectively in various forms, for different purposes, and to diverse audiences.

AIMS

The aims of 9th English are to encourage and enable students to:

- § Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- § Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- § Develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
- § Engage with text from different historical periods and a variety of cultures
- § Explore and analyze aspects of personal, host and other cultures through literary and non-literary texts
- § Explore language through a variety of media and modes
- § Develop a lifelong interest in reading
- § Apply linguistic and literary concepts and skills in a variety of authentic contexts

OBJECTIVES

Criterion A: Analysis

In order to reach the aims of language and literature, students should be able to:

- i. Analyze the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. Analyze the effects of the creator's choice on an audience
- iii. Justify opinions and ideas, using examples, explanations, and terminology
- iv. Evaluate similarities and differences by connecting features across and within genres

Criterion B: Organization

In order to reach the aims of language and literature, students should be able to:

- i. Employ organizational structures that serve the context and intention
- li. Organize opinions and ideas in a sustained, coherent and logical manner
- lii. Use referencing and formatting tools to create a presentation style suitable to the context and intention

Criterion C: Producing Text

In order to reach the aims of language and literature, students should be able to:

- i. Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. Select relevant details and examples to develop ideas

Criterion D: Using Language

In order to reach the aims of language and literature, students should be able to:

- i. Use appropriate and varied vocabulary, sentence structures and forms of expression
- li. Write and speak in a register and style that serve the context and intention
- lii. Use correct grammar, syntax and punctuation
- lv. Spell, write, and pronounce with accuracy
- V. Use appropriate non-verbal communication techniques

CONCEPT BASED LEARNING THROUGH GLOBAL CONTEXTS:

Pre-IB inquiry recognizes the integrity of subject disciplines, but learning is richer and deeper when conceptually driven. Building a deep understanding requires meaningful reflection. Pre-IB uses a fluid, differentiated model to encourage learning and uses the Global Contexts as a context to drive inquiry.

APPROACHES TO LEARNING: Throughout this course, we will be using various approaches to learning, these include but are not limited to:

Category	Skill Indicator
Thinking Skills	Evaluative evidence and arguments.
Social Skills	Listen actively to other perspectives and ideas.
Communication Skills	Use a variety of media to communicate with a range of audiences
Self-management Skills	Keep an organized and logical system of information files, notes and blog.
Research Skills	Seek a range of perspectives from multiple and varied sources.

ASSESSMENT

The purpose of grading is to communicate achievement to students, parents, and other institutions about the work students do in class. The only feedback on students' work that will be entered in the gradebook on FACTS is evaluative. The evaluation of student work is based on a set of standards, in line with the criteria for Pre-IB assessments.

FORMATIVE ASSESSMENT (40%): These are ongoing checks for learning and understanding. They are marked based on specific content knowledge and understanding, organization of ideas, and language appropriate to the task. Students' work is marked against standards or learning criteria.

Formative assessment is used to check students' progress. The information gained guides the next steps in instruction and helps consider the additional learning opportunities needed to ensure success.

SUMMATIVE ASSESSMENT (60%): At the end of unit and at the end of the course students will complete one of the following: a summative unit project, paper or performance. Students will also partake in individual and group projects and do self-assessments of their learning. Students will be required to demonstrate their knowledge, their understanding, applications of skills and concepts in a manner that is clear and organized in all the aforementioned forms of summative assessment.

- Summative assessment provides information about the attainment of knowledge
 - Results translate to an overall level of achievement.
 - The goal is to evaluate student learning at the end of an instructional unit by comparing it to the Pre-IB standards.
- All grading will be based on Pre-IB assessment rubrics and will be given to students as units begin.

Student Skills

Student skills including, focus, preparation, responsibility, cooperation, collaboration, and time-management are strongly correlated with academic success. These are also marked using the student skills rubric twice per term. Full participation requires conscientious and consistent preparation. Consistently turning quality work in on-time and participating actively in classroom activities will lead to earning the full mark.

Resources

The following units of study are scheduled to be used however, the instructor may make changes based on the needs and experiences of the students. Multiple non-literary texts will be used in addition to the literary texts below.

Unit of Study This Year (subject to change)

Unit 1- Identity Unit Statement of Inquiry: Our identities are shaped by our interactions and inclusion in different environments. Factual Question: What is identity? Conceptual Question: How does our environment affect our identities? Debatable Question: Can I control how others perceive my identity? Key Concepts: Identity Related Concepts: Character, Setting Global Context: Fairness and Development (Inequality, difference and inclusion) Assessment: Authentic Project with options for writing and performance.	Focus Text <i>Antigone by Sophocles</i>
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<p>Unit 2: Relationships Unit</p> <p>Statement of Inquiry: We use language to manipulate others, and in turn others use language to manipulate us.</p> <p>Factual Question: What are examples of figures of speech/literary devices that Shakespeare uses?</p> <p>Conceptual Question: How do we use language to influence others?</p> <p>Debatable Question: Which characters in the play are the most influenced by language? Which characters in the play are the least influenced by language?</p> <p>Key Concept: Communication</p> <p>Related Concepts: Style, Theme</p> <p>Global Context: Identities and Relationships (human nature and human dignity; moral reasoning and ethical judgement)</p> <p>Assessment: Authentic Project with options for writing and performance.</p>	<p>Focus Text</p> <p><i>A Midsummer Night's Dream</i> by William Shakespeare</p>
<p>Unit 3: Global Perspective</p> <p>Statement of Inquiry: Authors express their cultural perspective through various types of stories so that diverse audiences can understand their histories.</p> <p>Factual Question: What is culture?</p> <p>Conceptual Question: How does the way we express our cultural stories affect how our audience perceives them?</p> <p>Debatable Question: To what extent can stories change our perspective on others' cultures?</p> <p>Key Concept: Perspective</p> <p>Related Concepts: Point of View, Self-Expression, Genres</p> <p>Global Context: Orientation in Time & Space (Civilization and social histories)</p> <p>Assessment: Multi-Genre Project</p> <hr/> <p>Unit 4: Social Justice</p> <p>Statement of Inquiry: An examination of perspective and point of view contributes to a deeper understanding of themes that address and may inspire civic responsibility. .</p> <p>Factual Questions: What is theme? What is civic responsibility? What is equity and fairness in economic development? Conceptual Question: How does perspective and point of view contributes to a deeper understanding of themes? Community and civic responsibility?</p> <p>Debatable Question: Should everyone demonstrate civic responsibility?</p> <p>Key Concept: Narrator, perspective</p> <p>Related Concepts:Point of view and theme</p> <p>Global Context: Fairness and Development - Civic responsibility and the public sphere</p> <p>Assessment: Literary Analysis Essay</p>	<p>Focus Text</p> <p><i>Persepolis Book 1 & 2</i> by Marjane Satrapi</p> <p>Focus Text:</p> <p><i>Cry, the Beloved Country</i> by Alan Patton</p>

<p>Unit 5: Future Worlds</p> <p>Statement of Inquiry: An author’s vision of the future often reflects the negative aspects of our society or offers a warning.</p> <p>Factual Question: What is a global resource? What is point of view?</p> <p>Conceptual Question: How do authors portray the world of the future? Have authors successfully predicted the future?</p> <p>Debatable Question: What is our responsibility to technology and change?</p> <p>Key Concept: Connections</p> <p>Related Concept: Theme, Point of view, purpose</p> <p>Global Context: Orientation in time and space</p> <p>Assessment: Socratic Seminar</p>	<p>Focus Text:</p> <p>The Invisible Hand by M. T. Anderson</p>
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<p>REQUIRED MATERIALS:</p> <ul style="list-style-type: none"> • Computer access • Internet access • Pencils or pens (blue or black) • A notebook • A folder or binder for keeping class materials 	<p>TEXTS:</p> <p><i>Antigone</i> by Sophocles</p> <p><i>A Midsummer Night’s Dream</i> by William Shakespeare</p> <p><i>Cry, The Beloved Country</i> by Alan Paton</p> <p><i>Persepolis</i> by Marjane Satrapi <i>Landscape with Invisible Hand</i> by MT Anderson</p>
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ACCOMMODATIONS: Individual students may receive official accommodations from the school. The instructor will modify assignments for individual students according to the WSA accommodations letter signed by administration, faculty, student, and parents in the meeting.

DIFFERENTIATION AND MODIFICATION FOR THE ELL LEARNER

- Classroom content, processes and products are adjusted to reflect the unique needs of the ELL learner
- Instruction is scaffold to enable ELL students to achieve grade-appropriate outcomes
- Teacher offers a variety of resources, grouping arrangements, assignments and tasks
- Teacher uses various strategies to build background knowledge, make connections and encourage communication
- Teacher embeds modified learning strategies into instruction
- Students can demonstrate understanding in alternative ways with teacher-applied modifications to assignment

PRINT Student NAME_____

Due Friday, September 6th, 2019

**9th Language and Literature
Course Syllabus 2019-2020
Verification of Receipt**

After you have read the course syllabus please sign below and **return on Friday**.

**Sincerely,
Ms. Nordleaf**

I have read and understand the expectations in the 9th Language and Literature syllabus.

Student Signature

Date

I have read and understand the expectations in the 9th Language and Literature syllabus. I have looked over the homework assignments and understand what my son/daughter is responsible for to complete their homework.

Parent or Guardian Signature

Date

Parent Name (Please Print)_____

Parent Home Phone: _____ Parent Cell Phone: _____

Parent E-Mail: _____

Thank you,
Ms. Nordleaf