



9th English

Instructor: Ms. Nordleaf

Preferred Contact Information

gnordleaf@westsoundacademy.org

COURSE DESCRIPTION

In 9th English, we will explore drama, poetry, short stories, novels (fiction and non-fiction) and media 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
- ii. Organize opinions and ideas in a sustained, coherent and logical manner
- iii. 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
- ii. Write and speak in a register and style that serve the context and intention
- iii. Use correct grammar, syntax and punctuation
- iv. 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. Support Shared Inquiry Discussions with evidence from the text.
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. Support arguments with factual evidence when necessary.

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.

STUDENT SKILLS (20%) 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 each week. 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.

Focus:

- Listens Attentively
- Participation Enhances Classroom Learning

Responsibility:

- Comes to class prepared & engaged
- Treats others with kindness

Follow-Through:

- Completes work and turns in work on time
Strives to produce quality work

Collaboration:

- Listens to presenters & classmates, offers ideas, and shares the workload on project based assessments.

Growth Mindset

- Demonstrates persistence and resilience, open-minded in the face of challenge

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 in the Summative Assessment.

The formative assessments are considered the stepping stones toward the Summative Assessment.

SUMMATIVE ASSESSMENT (40%): At the end of each Mod students will complete one of the following: a summative unit project, paper or performance. Students might 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.

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.

Units of Study This Year (subject to change)

<p>Mod A Power, Advertising, Happiness, & The End of the World</p> <p>Statement of Inquiry: Our identities are shaped by our interactions with and inclusion of technology in our lives.</p> <p>Factual Question: What is identity?</p> <p>Conceptual Questions: How does technology and media affect our quality of life? What does advertising reveal to us about our society?</p> <p>Debatable Questions: How do you make people agree with you? Can I control how others perceive my identity?</p> <p>Key Concepts: Technology & Surveillance, Language & Power, Manipulation & Control, Advertising & Consumerism</p> <p>Related Concepts: Character, Setting, Technology in the World Today</p> <p>Global Context: Fairness and Development (Inequality, difference and inclusion) and The Digital Divide</p> <p>Summative Assessment: Authentic Project with options for writing and performance.</p> <hr/>	<p>Focus Text(s)</p> <p>Literature Circle - Student Choice</p> <p><i>FEED</i> by MT Anderson</p> <p>OR</p> <p><i>Genesis Girl</i> by Jennifer Bardsley</p>
<p>Mod C - 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 - Writing</p> <hr/>	<p>Focus Text</p> <p><i>Persepolis Book 1 & 2</i> by Marjane Satrapi</p> <p>and</p> <p><i>Haroun and the Sea of Stories</i> by Salman Rushdie</p> <hr/>
<p>Mod E: 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?</p> <p>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>Focus Text:</p> <p><i>Between Shades of Gray</i> Written by Ruta Sepetys</p>

Related Concepts:Point of view and theme

Global Context: Fairness and Development - Civic responsibility and the public sphere

Assessment: TEDTalk on a Global Issue that is also found in the text or alternate authentic project/essay for evaluation of skills

REQUIRED MATERIALS:

- Computer access
- Headphones
- Mic
- Internet access
- Pencils or pens (blue or black)
- A notebook
- A folder or binder for keeping class materials

TEXTS:

FEED by MT Anderson
Genesis Girl by Jennifer Bardsley
Persepolis Books 1 & 2 by Marjane Satrapi
Haroun and the Sea of Stories
by Salman Rushdie
Between Shades of Gray
by Ruta Sepetys

Guidelines and Procedures for the In Person and Zoom Classroom will be presented in a separate document.