

Junior High English Language Arts Course Outline/ Communication Plan



Oyster Pond Academy

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To my students and those who love them,

Welcome to my junior high English Language Arts Class. The focus of English class is to develop students who are reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts. Students will have opportunities to learn on their own, learn with peers, experience and create a variety of texts, explore new perspectives, build on strengths, and develop new skills. Classroom learning is designed to support students in building confidence and proficiency with the English language.

We will be focusing on Reading and Writing workshops with Speaking and Listening activities integrated within. In the workshop model, we start with the Time to Teach (approximately 10-15 minutes), move into the Time to Practice (approximately 25-30 minutes), and finish out with Time to Share and Reflect (approximately 10 to 15 minutes).

Below I have described how these classes may work.

Reading Workshop:

- These classes consist of individual, small, and large group activities designed to allow students to further develop their literacy skills as well as time to read independently. Students will have opportunities to select books from the school library, the classroom library, and through the Sora app with their gnspes accounts (found in the waffle icon). They are more than welcome to bring in a book that they are reading from home..

Writing Workshop:

- These classes consist of individual, small, and large group activities designed to allow students to further develop their writing skills. All stages of the creative process (brainstorming, drafting, revising, editing, and publishing) are covered during this time. Students will submit all final drafts of their writing pieces via Google Classroom.

Speaking and Listening:

- Speaking and Listening is incorporated within the Reading and Writing Workshop classes. There will be classes where we focus on a specific skill within the Speaking and Listening Outcomes.

Learning Resources:

Novels, Poems, Advertisements, Websites, Blogs, Short Stories, Videos, Short Clips, News Articles, Documentaries, Picture Books, Magazines, Plays, Cartoons, Interviews, Speeches.

Potential units of study, (not limited to):

<u>Grade 7</u> Novel Study Unit Conventions of Writing Unit Poetry Workshop Podcast/Rants Unit Persuasive Writing Unit Advertisement Unit Information Text Unit	<u>Grade 8</u> Narrative Nonfiction Narrative Fiction Conventions of Writing Expository/Information Text Unit Persuasive Essay/Writing Unit Poetry Workshop Media Literacy	<i>These units are subject to change as student interest/engagement will steer the direction this course can take.</i>
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Provincial Achievement Levels, (as reported on Gradebook/Powerschool):

Achievement Level	Description
4	In-depth knowledge and understanding of content and concepts. Able to extend the application of related skills.
3+	Competent +
3	Competent knowledge and understanding of content and concepts. Appropriate application of the related skills.
2+	Developing +
2	Developing knowledge and understanding of content and concepts. Developing in the application of the related skills.
1+	Limited +
1	Limited knowledge and understanding of content and concepts. Limited application of related skills.

Assessment and Evaluation:

Students will be evaluated based on outcome achievement. The teacher may use professional judgment when considering the student's learning over time and will consider more recent student work. Students will be provided with multiple opportunities to demonstrate their progress toward achievement of outcomes.

Assessments include but are not limited to conferencing, conversations, observations, checklists, exit passes, homework checks, classroom activities, unit products and projects, presentations, group participation and interaction, essays, reading reflections, tests, quizzes, reading responses, and journals. These are some of the assessments that will appear on the PowerSchool Pro portal, and count toward final grades.

*Provincial Assessment: Grade 8 students will have a scheduled Reading, Writing and Mathematic 8 Assessment. The assessment is a provincial assessment that is administered to all students who live in Nova Scotia. This assessment takes place during the month of May and into June. The students will be prepared for this provincial assessment during the course of the year, and all of the preparation for this assessment counts toward their term grade. This assessment is evaluated by the province and parents/guardians can expect results during the following school year sometime in first term.

Rules and Expectations:

All students are more than capable of being **successful** in Junior High English. In order to achieve success, students will be expected to:

- Students must be respectful to each other, staff, the building, and themselves. There will be no tolerance for disparaging remarks, especially those made on the basis of race, gender, sexual orientation, culture, heritage, etc.
- Students must follow all COVID-19 related precautions and procedures(i.e wear masks and sanitize frequently), as well as any other safety rules.
- Students will come to class with a focus on preparing themselves for their future educational and career goals. They will have materials with them to write, including paper and pen/pencil, a just right novel, and a writing journal.
- Students must not use their phones in class unless explicitly given permission, and when using their phone it must be to support their learning. Social media use is not permitted during class time and students should refrain from texting, snap chatting and messaging, video streaming and all other off task behaviors until their assigned break time.

Consequences:

When a student is on track for learning the student will receive recognition and positive praise, phone calls and postcards home. When a student is off track for learning the student will be cued, followed by a warning, followed by a conference (student must make plans to improve) and a potential phone call home, as a last resort to remediate an off task behavior a referral will be made to the office and a phone call home will be made.

Opportunities for Success:

Respecting the learning environment.
Participating in all class learning.
Completing assigned work.
Self-advocating when help is needed.
Problem solving when challenges arise.
Being a supportive peer to classmates.

You are expected to be a responsible and attentive student who arrives on time with the necessary materials to have a successful class and is ready to engage in the learning process.

Late Assignments:

I understand that unique situations and circumstances arise and there will be times when your work will be late. If there is a medical reason exceptions will be made. Please give yourself enough time to complete assignments on time.

When assignments are late we will use this procedure:

- 1) An alternative due date will be given and parents will be contacted.
- 2) If the alternative due date is not met and there is no reason provided, a mark of 1 will be given until work has been submitted.

Missed Class:

It is the student's responsibility to catch up on missed work. Please start with checking our Google Classroom for missing assignments, checking in with a peer in the class and then make an appointment to see me. Extra support time will be provided upon request.

Extra Help and Support for Missing or Late Work

Students will always have opportunities to receive extra help at lunch or by appointment, or to work on their missing or late work. Please note: extra help is for students who are working hard in class and attempting homework.

Plagiarism

There is very little leniency for plagiarism in higher education and careers, and the same holds true for this course. Copying or using the work of another without clearly citing it as the source will result in the entire work being worth a zero. However, students will be given a chance to redo the assignment for a total value of 70% of the assignment's worth, provided the student can show that they did not mean to copy and are ready to learn from the experience. There is a lot to learn in regards to citing sources properly and ensuring that all work is sourced so this will be an area that is covered during the course.

Communication

Student progress will be communicated throughout the year via telephone calls home and updates to PowerSchool Gradebook. Once per term, progress will also be communicated via a report card and parent-teacher interviews.

Parents and guardians can contact me with any questions and concerns at (902) 889-4300, ext. 1702203 or abigger@hrce.ca.

**I am looking forward to teaching you this semester.
Let's have a successful year together!**