

Grade 9 Social Studies/ELA Outline

Course overview

Welcome to Grade 9 Social Studies/ELA Project Based Learning! In this course we will be working on individual and group projects. Social studies teaches us about diversity in Canada, Citizenship, Rights and responsibilities, Democracy, how government works, and how Canada fits in the world. ELA helps us build our reading, writing, listening, speaking, viewing and representing skills. You will be welcomed to develop and discuss your ideas on a variety of issues in this course.

Some of the activities we may be engaging in include:

Novel Studies and Choice Reading	Article writing	Debates and Discussions	Current events/news	Forum/town hall
Heritage fair	Persuasive speaking	Presentations	Essays	Research

Soft skills: Part of the reason these courses are combined is to put an emphasis on soft skills. Soft skills should help you to be successful in life and in your relationships. Soft skills:

Critical thinking/problem solving	Collaboration	Self-management	Communication	Adaptability
Perseverance	Adaptability	Conflict resolution	Leadership	Responsibility

*Soft skills will also be assessed and included in your project marks.

List of Major Projects (although sometimes things change!)

The list below is an approximation of major topics that we plan to cover in this course:

- Course intro
- Democracy and government, budgets, federal cabinet meeting, elections and parliament
- Short stories
- Human rights, forum, individual writing assignment
- Mapping
- Book club
- Heritage Fair
- Creative writing
- Shakespeare
- Ethics Bowl

Mark Breakdown

Term Work: 80%

Choice Reading: 10%

Daily course work and reflections: 30%

Individual and group projects: 60%

Final Exam: 20%

Weighting of assignments will vary in order to reflect the amount of class time and effort devoted to various tasks. Projects and tests will (likely) be weighted more heavily than day-to-day assignments and quizzes. That being said, keeping up with day-to-day tasks will help you to keep on track and succeed on larger assignments. Group work will also be a significant component in this course.

Classroom Expectations

Routine

1. When you enter the class, please exchange a friendly greeting with me (the teacher).
2. Open up your binder to where we left off, and make sure you have a pen and your choice reading. If you've forgotten something, fix your problem before the class starts (ex: borrow a pen from a classmate, etc.).
3. Check the board to see what we'll be up to for the class.
4. Most classes will begin with choice reading. Get your reading out and start reading without being prompted for the first 10-20 minutes of class.
5. If you need to leave the room, please wait for a good time to put up your hand and ask.
6. Please raise your hand when you want to participate. Turn towards others when they are speaking so they can tell you are listening to them.
7. At times, I will call on you to give a response. Everyone participates in our class.
8. Feel free to doodle on your own scrap paper if that helps you to concentrate.
9. Please clean up your own stuff.
10. Say goodbye to me when you leave at the end of class.
11. Feel free to come talk to me at breaks or arrange lunch meetings if you have questions, want extra help, or need to discuss extensions.

Cell Phones/Tablets/Electronic devices

Phones and other devices are a huge distraction in our classroom and, not only do they take away from your ability to focus on the day's plan, they often prevent you from connecting with the people right next to you in that moment.

Cell phones and other devices will **not** be permitted in class during lessons or activities that require all of your attention, ie: discussions, lectures, watching a video, group work, debates, etc. Devices must be put away during these times. I will confiscate any devices that are visible or in use.

Some days I may ask you to use your phone. Other days, you will turn in your cell phones at the start of class.

Pictures and recordings may not be taken of your peers, me, or my materials without explicit permission.

Since I am responsible for designing your learning environment, I am going to make decisions based on what I feel you, my students, need to achieve your highest potential. These decisions about devices must be honoured.

Lates/Absences

1. If you are not in class when the buzzer sounds, you are late. Sneak into the class as quietly as possible, and sign yourself into the late sheet. If you disturb the class when you come in late, you will stay at break. You may also receive a zero for your reading score if you arrive late.
2. If you are absent for any reason it is your responsibility to find out what you missed ASAP and get caught up. You must make up all assignments missed during an absence, or else they will result in a zero. More on this is found on the next page.

*If you miss class or arrive late regularly I will ask you to stay after class and we will negotiate a consequence. If you are unable to attend class when an assignment is due, please contact me to make arrangements. **My school e-mail address is: onishi@isd21.mb.ca** -OR- contact me using your BRIGHSPACE account.

Completion of course work (assignments, projects, quizzes, tests, etc.)

- 1) Your work needs to be handed in on the due date, unless prior arrangements have been made with me.
- 2) Any work not submitted by the communicated due date will be considered late and you will need to abide by SCI’s assessment policy (see below). This includes work missing from when you have had any absences, excused or unexcused.
- 3) If you have been away, you should
 - a. see me immediately upon return to the building to arrange to complete missed work.
 - b. be prepared to write any quizzes or tests upon your return.
- 4) Late original assignments will not be accepted after the procedure below has been carried out.

The following is taken from SCI’s assessment policy and will be adhered to in this course:

Creating the Grade:

- Grades will be based only on the demonstration of an individual student’s knowledge and skills of the outcomes for each course:
 - Only items marked by the teacher will determine a student’s grade
 - Grades are based on individual student achievement, not group achievement
- When determining a grade, the teacher will decide whether there is sufficient evidence of achievement. If not, the mark can be reported as an “*IN*” (incomplete). Teachers will determine with students and parents/guardians a plan for completion of work.

Establish, communicate, and apply consequences for late and missing work:

Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing; teachers will apply the following strategies:

- confer with the student and, where appropriate, with the student's parent/guardians about the reasons for not completing the assignment, and consider the legitimacy of reasons;
- develop an agreement with the student to complete the work;
- require the student to complete missing work during lunch by attending the Assessment Completion Centre (ACC).

If, after completing the steps above, the student does not hand in the assessment by the agreed upon deadline, a zero may be used as a mark as the student has not demonstrated any knowledge or skill of the outcome.

The consequence for not completing work is to complete the work. Late marks will not be subtracted from an assignment as it is purely punitive and doesn’t measure learning. The assignment will either be completed or given a zero.

The full policy is available on the SCI website under “Student Handbook”.

 I have read/followed along and I understand my responsibilities for this course.

Student Name (print)

Student Signature

Date