

Grade 9 PBL Outline

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Block: 5

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Classroom: 203

Project-Based Learning (PBL) is a 2 credit, year-long course that covers Grade 9 Social Studies and ELA curriculum. As its name suggests, the course offers students a chance to explore concepts through projects and activities, in a more student-led way than a traditional class setting, for instance. Students are encouraged to incorporate their own interests in the course as much as possible so that they may fully benefit from the course.

That being said, like the government which we elect with our interests, the bureaucrats maintain a certain control over things : the curriculum has us cover topics such as democracy and governance, pluralism and diversity and Canada's place in the contemporary world. There is also a heavy focus on improving one's literacy and communication skills. Finally, over the course of the year, students develop their 'soft skills', like:

- Self-management
- Critical thinking
- Perseverance
- Responsibility
- Leadership
- Problem-solving
- Collaboration
- Adaptability

Grades:

- Term work: 80%
 - Daily course work and reflections: 25 %
 - Choice reading: 10 %
 - Individual and group projects: 60 %
 - Environmental consciousness: 5 %
- Exam: 20 %

Here are some ways (decided by the class) to get full marks in the "Environmental consciousness" category:

- Properly recycling
- Using reusable water bottles
- Cleaning up litter outside
- Using reusable containers

Finally, here are some things the school would like you to know about marks and grading:

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” :
<http://www.isd21.mb.ca/SCI/pdfs/StudentHandbook20172018.pdf>