



## **I. Key Message/Expectations**

This is a course outline based on the Program of Studies for Grade Nine. Students will be asked to listen, view, read, write, represent and speak to meet the objectives outlined in the current Language Arts curriculum. Students will respond critically and personally to the work that they will be exploring this year.

## **II. Course Overview**

### **Course General Objectives:**

There are 5 General Outcomes or general goal statements identifying the knowledge, skills and attitudes which you will develop and demonstrate with increasing confidence throughout the year, which serve as the foundations of ELA. In other words, you will enhance your knowledge of the six strands of language arts in order to:

- 1. Explore thoughts, ideas, feelings and experiences**
  - express ideas and develop understanding
  - experiment with language and its forms
  - express your preferences for specific genres of literature and set goals
- 2. Understand and respond personally and critically to oral, print, and media texts**
  - use prior knowledge; develop skills to increase your understanding including visual, textual and structural clues
  - experience a wide range of texts
  - create texts related to real life and current issues
- 3. Manage ideas and information**
  - determine informational needs, use a variety of sources
  - organize record, evaluate and share information
- 4. Enhance the clarity and artistry of your ability to communicate**
  - appraise own and other's work
  - revise, edit and enhance artistry in creating original written works and performance including experimenting with voice, figurative language, and attending to conventions (spelling, grammar, etc.)
  - demonstrate attentive/active listening and viewing
- 5. Respect, support and collaborate with other students**
  - appreciate diversity of opinion/different points of view as expressed by classmates and authors
  - cooperate with others; work in groups and evaluate group processes
  - use language to show respect and understanding for different learning styles and personal situations

### **III. Scope and Sequence**

*This timeline is subject to change and dates are approximate.*

#### **September/October**

##### **Introductory Unit**

- -Ice-breaker exercises, spelling, grammar, punctuation
- -sentence structure, types of sentences, parts of speech, paragraph writing (expository, descriptive and persuasive)
- -Introductory Project
- -review writing process (editing, revising, publishing)
- -review of genre
- -review elements of plot, figurative language, theme, mood, and setting
- -read and write personal essays
- -persuasive paragraph
- -descriptive writing
- -business letter/format
- -short stories, non-fiction, poetry
- -reading comprehension
- -vocabulary development
- -critical thinking and personal response
- -Divisional Writing Assessment and Divisional Reading Assessment

##### **November/December -Novel Study (To be announced)**

- -review elements of plot, plot diagram, point of view, setting, characterization, figurative language  
-read and write personal essays
- -character analysis
- -group work
- -Novel Study project
- -reading comprehension, vocabulary development, critical thinking and personal response

##### **January/February - Poetry and Media**

- -poetry, film studies, and other media
- -reading critically and personally
- -essay writing, creative writing
- -Lyric/Song Analysis Presentation

##### **March/April - Once Upon a Time Unit**

- -appreciate importance of the spoken word, Impromptu speeches, informal presentations, debates
- -Viewing Assignment
- -research skills
- -project
- -drama exercises

## May/June - Relationships and PAT Prep

- -anecdote, poetry, drama, essay, short stories dealing with this theme
- -review elements of plot, figurative language
- -viewing assignments
- -business letters/essays for exam prep
- -test taking skills

## IV. Teaching Methodology

Students will be taught through a variety of different instructional methods and strategies including but not limited to: Direct teaching, cooperative learning, independent learning, brainstorm, small and large group discussions, inquiry-based research assignments, reflections to literature and incorporation of technology

## V. Assessment

A variety of assessment practices will be utilized with an emphasis on descriptive feedback. Assessment will be based on the student's achievement of the outcomes in the Program of Studies for LA 9.

Types of Assessment:

1. **Formative** – includes daily activities, class discussions and certain quizzes, zero weighted assessments for student practice and feedback, may be considered as part of Summative assessments, may include a graded mark and/or detailed written feedback.
2. **Summative** – includes minor assessments that demonstrate their knowledge of the current unit of study, Major assessments that include writing assignments, essays and projects.

Course Evaluation:

**Course Work: 75%**

**Final Exam (Provincial Achievement Test): 25% Part A (12.5%) Part B (12.5%)**

**Course work will be broken down as follows:**

**Minor Assignments: 15%**

(Includes: grammar exercises, vocabulary exercises, spelling, reading comprehension questions, etc.)

**Major Assignments and Writing: 30%**

(Letters, paragraphs, essays, short stories, poems, and projects)

**Unit Tests: 30%**

**FINAL EXAMS:** In core subjects, all students will write a final exam. In the case of Grade 9 students there will be a Part A Provincial Achievement test in May 2024 and a Part B Provincial Achievement test in June 2024.

Marks will be updated regularly through Power School. Please come and see me if you are concerned about your marks.

## **VI. Resources**

**RESOURCES:** Sightlines 9, Novel Study (To be announced). All resources used in this course are from the Alberta Education Authorized Resources List.

**VII. CLASSROOM EXPECTATIONS:** Will be clearly outlined by Mrs. Bernetic.

*Most importantly, let's have fun this year!!!*