

Red Earth Creek School

Language Arts Grade 9 Course Outline  
2018 – 2019



TEACHER: Mrs. Wright

Welcome to Language Arts 9!

**COURSE RATIONALE:**

The aim of Language Arts education is to see that students engage in purposeful language activities that respect individual difference and emphasize the interrelated and mutually supportive nature of the general and specific outcomes:

- Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences
- Students will listen, speak, read, write, view and represent to comprehends and respond personally and critically to oral, print and other media texts
- Students will listen, speak, read, write, view and represent to manage ideas and information
- Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication
- Students will listen, speak, read, write, view and represent to respect, support and collaborate with others

Supplies: - chromebook/laptop (provided by school) 1 inch binder, loose leaf paper, 2x pocket portfolio folders (novel study & writing portfolio), 1 duotang (reading response folder), 1 composition notebook (writing journal), pencils, erasers

**COURSE GENERAL OBJECTIVES:**

As per the Alberta 9 Language Arts Program of Studies, the following learning outcomes will be covered in this course:

*Language Arts 9 is a preparatory literacy course for English 10.*

**Main Topics:**

1. Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences (29%)

Outcomes:

i). Discover and Explore

- Express ideas and develop understanding
  - Talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view
  - Explore and explain how interactions with others and with oral, print and other media texts affect personal understandings
  - Extend understanding by taking different points of view when reading and reflecting on oral, print and other media texts
- Experiment with language and forms
  - Develop and extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts
- Express preferences
  - Explain preferences for texts and genres by particular writers, artists, storytellers and filmmakers
- Set goals
  - Reflect on own growth in language learning and use, by considering progress over time and the attainment of personal goals

ii). Clarify and Extend

- Consider the ideas of others
  - Integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts
- Combine ideas
  - Examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships
- Extend understanding
  - Assess whether new information extends understanding by considering diverse opinions and exploring ambiguities

**2.** Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts (39%)

Outcomes:

i). Use Strategies and Clues

- Use prior knowledge

- Discuss how interpretations of the same text might vary, according to the prior knowledge and experiences of various readers
- Use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts
- Use Comprehension Strategies
  - Identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text
  - Select appropriate reading rate and strategies for comprehending texts less closely connected to prior knowledge and personal experiences
  - Preview complex texts as to their intent, context and structure, and use this information to set a purpose and select strategies for reading
- Use textual cues
  - Use knowledge of visual and textual cues and structural features when skimming and scanning various print and other media texts to locate relevant information effectively and efficiently
  - Analyze and discuss how the structural features of informational materials, such as textbooks, bibliographies, databases, catalogues, websites, commercials and newscasts enhance the effectiveness and efficiency of communication
- Use phonics and structural analysis
  - Apply and explain effective procedures for identifying and comprehending words in context; adjust procedures according to the purpose for reading and the complexity of the texts
- Use references
  - Use reference materials including a writers handbook, to verify correct usage, address uncertainties and solve problems that arise

ii). Respond to texts

- Experience various texts
  - Experience oral, print and other media texts from a variety of cultural traditions and genres, such as essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic fiction

- Identify and discuss how timeless themes are developed in a variety of print and other media texts
- Consider historical context when developing own points of view or interpretations of oral print and other media texts
- Compare and contrast own life situation with themes of oral print and other media texts
- Express the themes of oral print or other media in texts for supporting or contradiction evidence
- Construct meaning from texts
  - Analyze how the choices and motives of characters portrayed in oral, print and other media texts provide insight into those of self and others
  - Identify and discuss theme and point of view in oral, print and other media texts
  - Discuss and explain various interpretations of the same oral, print or other media text
  - Relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance
- Appreciate the artistry of texts
  - Discuss how techniques such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts
  - Discuss character development in terms of consistency of behaviour and plausibility of change
  - Describe how theme, dominant impression and mood are developed and sustained through choices in language use and the interrelationship of plot, setting and character
  - Identify features that define particular oral, print and other media texts; discuss difference in style and their effects on content and audience impression

iii). Understand forms, elements and techniques

- Understand forms and genres
  - explain the relationships between purposes and characteristics of various forms and genres of oral, print and other media texts
  - evaluate the effectiveness of different types of media texts for presenting ideas and information
- Understand techniques and elements
  - compare the development of character, plot and theme in two oral, print or other media texts

- evaluate the effectiveness of oral, print and other media texts, considering the believability of plot and setting, the credibility of characters, and the development and resolution of conflict
- compare a main character in one text to the main character in another text from a different era, genre or medium
- identify ways that a change in narrator might affect the overall meaning of oral, print and other media texts
- summarize the content of media texts, and suggest alternative treatments
- Experiment with language
  - analyze creative uses of language and visuals in popular culture, such as advertisements, electronic magazines and the Internet; recognize how imagery and figurative language, such as metaphor, create a dominant impression, mood and tone

iv). Create Original Text

- Generate ideas
  - generalize from own experience to create oral, print and other media texts on a theme
- Elaborate on the expression of ideas
  - create oral, print and other media texts on common literary themes
- Structure texts
  - create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the action
  - create oral, print and other media texts that include main and minor characters, and show how the main character develops and changes as a result of the action and events

**3. Students will listen, speak, read, write, view and represent to manage ideas and information (24%)**

Outcomes:

i). Plan and Focus

- Focus Attention
  - synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions

- assess adequacy, accuracy, detail and appropriateness of oral, print and other media texts to support or further develop arguments, opinions or points of view
- Determine information needs
  - select types and sources of information to achieve an effective balance between researched information and own ideas
- Plan to Gather Information
  - select information sources that will provide effective support, convincing argument or unique perspectives

## ii). Select and Process

- Use a variety of sources
  - obtain information reflecting multiple perspectives from a variety of sources, such as expository essays, graphs, diagrams, online catalogues, periodical indices, film libraries, electronic databases and the Internet, when conducting research
- Access information
  - expand and use a variety of tools and text features, such as organizational patterns of texts, page layouts, font styles and sizes, colour and voiceovers, to access information
  - distinguish between primary and secondary sources, and determine the usefulness of each for research purposes
  - follow up on cited references to locate additional information
- Evaluate sources
  - evaluate sources for currency, reliability and possible bias of information for a particular research project

## iii). Organize, Record and Evaluate

- Organize Information
  - organize ideas and information by developing and selecting appropriate categories and organizational structures
  - balance all sections of oral, print and other media texts and ensure sentences, paragraphs and key ideas are linked throughout
  - develop coherence by relating all key ideas to the overall purpose of the oral, print or other media text
- Record Information

- use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources
- select and record ideas and information that will support an opinion or point of view, appeal to the audience, and suit the tone and length of the chosen form of oral, print or other media text
- choose specific vocabulary, and use conventions accurately and effectively to enhance credibility
- Evaluate Information
  - evaluate usefulness, relevance and completeness of gathered information; address information gaps
  - reflect on new understanding and its value to self and others

iv). Share and Review

- Share Ideas and Information
  - communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles
  - integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience
- Review Research Process
  - reflect on the research process, identifying areas of strength and ways to improve further research activities

**4.** Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication (8%)

Outcomes:

i). Enhance and Improve

- Appraise own and others' work
  - share sample treatments of a topic with peers, and ask for feedback on the relative effectiveness of each
  - work collaboratively to make appropriate revisions based on feedback provided by peers
- Revise and edit
  - revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions
  - revise to enhance effective transitions between ideas and maintain a consistent organizational pattern

- revise to combine narration, description and exposition effectively
- Enhance legibility
  - develop personal handwriting styles appropriate for a variety of purposes
  - identify and experiment with some principles of design that enhance the presentation of texts
- Expand knowledge of language
  - distinguish between the denotative and connotative meaning of words, and discuss effectiveness for achieving purpose and affecting audience
  - explore the derivation and use of words, phrases and jargon, including variations in language, accent and dialect in Canadian communities and regions
- Enhance artistry
  - experiment with the language and components of particular forms to communicate themes or represent the perspectives of a variety of people or characters

ii). Attend to conventions

- Attend to grammar and usage
  - identify and use parallel structure in own writing
  - identify and use coordination, subordination and apposition to enhance communication
  - use a variety of strategies to make effective transitions between sentences and paragraphs in own writing
- Attend to spelling
  - demonstrate the deliberate, conscientious and independent application of a variety of editing and proofreading strategies to confirm spellings in own writing
  - identify situations in which careful attention to correct spelling is especially important
  - identify and use variant spellings for particular effects, depending on audience, purpose, content and context
- Attend to capitalization and punctuation
  - use quotation marks to distinguish words being discussed in own writing
  - use dashes to show sentence breaks or interrupted speech, where appropriate in own writing
  - know that rules for punctuation can vary, and adjust punctuation use for effect in own writing

iii). Present and Share

- Present Information



- select, organize and present information to appeal to the interests and background knowledge of various readers or audiences
  - Enhance Presentation
    - choose appropriate types of evidence and strategies to clarify ideas and information, and to convince various readers and audiences
  - Use Effective Communication
    - integrate a variety of media and display techniques, as appropriate, to enhance the appeal, accuracy and persuasiveness of presentations
  - Demonstrate attentive listening and viewing
    - follow the train of thought, and evaluate the credibility of the presenter and the evidence provided
    - provide feedback that encourages the presenter and audience to consider other ideas and additional information
- 5. Students will listen, speak, read, write, view and represent to respect, support and collaborate with others (8%)**

Outcomes:

- i). Respect others and strengthen community
- Appreciate diversity
    - examine how personal experiences, cultural traditions and Canadian perspectives are presented in oral, print and other media texts
    - take responsibility for developing and sharing oral, print and other media texts and for responding respectfully to the texts of others
  - Relate texts to culture
    - analyze how oral, print and other media texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history
  - Celebrate accomplishments and events
    - explore and experiment with various ways in which language arts are used across cultures, age groups and genders to honour and celebrate people and events
  - Use language to show respect
    - create or use oral, print and other media texts in ways that are respectful of people, opinions, communities and cultures
- ii). Work within a group
- Cooperate with others

- contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others
  - discuss and choose ways to coordinate the abilities and interests of individual group members to achieve group goals
- Work in groups
  - generate and access ideas in a group, and use a variety of methods to focus and clarify topics for research or investigations
  - share responsibility for the completion of team projects by establishing clear purpose and procedures for solving problems, monitoring progress and making modifications to meet stated objectives
- Evaluate group process
  - establish and use criteria to evaluate group process and personal contributions; set goals and make plans for improvement

## **COURSE EVALUATION:**

Evaluation in this course will be completed on a term basis. A mark per term will be given to each student based on the following breakdown.

<b>Evaluation Per Unit</b>	
Writing Assignments	<b>40%</b>
Independent Reading and Response Folders	<b>5%</b>
Words Their Way	<b>10%</b>
Term Research Assignment Essay	<b>5%</b>
Term Research Assignment Presentation	<b>5%</b>
Readers Theater	<b>10%</b>
Novel Study	<b>25%</b>

**Missing ANY of the above assignments can significantly impact a student's grade.**

## **MISSED/LATE WORK POLICY:**

- **Students are responsible for staying on schedule and completing work by the required date. This date will be determined by the teacher and is subject to change according to the needs of the class.**
- **There is a no NHI (not handed in) policy at REC. In the event that a student does not stay on the schedule that is set by the class, or does not complete their homework, they will spend their FLEX or any 'catch up time' as designated by their teacher completing their missing work. Depending on the situation, students may also be required to use part of their lunch time to complete work as well.**
- **NHI work will only be accepted until the last class of a unit is completed or the last day of a term reporting period.**

## **CLASSROOM EXPECTATIONS:**

- **Attendance is one of the most important factors for academic success. It is expected that you come to class every day on time with the materials you require for class. All notes, handouts and assignments missed due to absence are your responsibility.**
- **Be sure to ask questions to clarify concepts. Please make an appointment with your teacher to ensure you get the help you need!**

**Resources**: Resources will vary throughout the year depending on their availability from IMC Novel Studies for example). Some resources we will be using on hand in our school include:

- Fountas & Pinnell – Benchmark Reading Assessment Kit
- Fountas & Pinnell – Leveled Literacy Intervention Kit
- Words Their Way – Spelling Program & Inventory
- Spectrum Reading 7 & 8
- Spectrum Writing 7 & 8
- Novel Studies through IMC (Freak the Mighty, Holes, Island of the Blue Dolphins, The Giver)
- Reader’s Theater 6+ and Middle School Plays
- Classroom Novels (Purchased through Scholastic)
- Pobble 365
- Alberta Online PAT Prep, including Quest A+

All topics and specific outcomes will be covered throughout the course of the school year (Sept. – June) using the above resources.

**Simply do the best that you can do! You will find yourself working hard if you wish to succeed and do well.**