

ENGLISH LANGUAGE ARTS 9-A

2021 – 2022 Course Outline

Welcome to English Language Arts (ELA) 9-A! I wish all of you a successful and enjoyable final year in junior high school. If you apply yourself to your studies by attending class consistently, paying attention carefully, completing all assignments diligently, asking for help when necessary, and working cooperatively, you should succeed. We live in a complex world of constant information, and are required to contribute ideas constructively, so Language Arts is an important course. You will learn how to better communicate when speaking, writing and representing, and how to better understand what you read, view, and listen to. Let's all do our best to improve in these areas and pass the Grade 9 ELA Provincial Achievement Test (PAT) at the end of the year. We can do it!

Instructor: Paul R. Letkeman (letkemp@prsd.ab.ca)

Classroom: 34

Class Time: Monday: A1 & A2; Tuesday: A1 & PULSE; Wednesday: A1 & A2; Thursday: A1; Friday A1 & A2

Rationale: The ELA program has been designed to meet five general outcomes...

General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

- 1.1 Discover and explore
 - * Express ideas and develop understanding
 - * Experiment with language and forms
 - * Express preferences
 - * Set goals
- 1.2 Clarify and extend
 - * Extend understanding
 - * Combine ideas
 - * Consider the ideas of others

General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, & other media texts.

- 2.1 Use strategies and cues
 - * Use prior knowledge
 - * Use comprehension strategies
 - * Use textual cues
 - * Use phonics and structural analysis
- 2.2 Respond to texts
 - * Experience various texts
 - * Construct meaning from texts
 - * Appreciate the artistry of texts
- 2.3 Understand forms, elements and techniques
 - * Understand forms and genres
 - * Understand techniques and elements
 - * Experiment with language
- 2.4 Create original text
 - * Generate ideas

- * Elaborate on the expression of ideas
- * Structure texts

General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.

- 3.1 Plan and focus
 - * Focus attention
 - * Determine information needs
 - * Plan to gather information
- 3.2 Select and process
 - * Use a variety of sources
 - * Access information
 - * Evaluate sources
- 3.3 Organize, record and evaluate
 - * Organize information
 - * Record information
 - * Evaluate information
- 3.4 Share and review
 - * Review research process
 - * Share ideas and information

General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

- 4.1 Enhance and improve
 - * Appraise own and others' work
 - * Revise and edit
 - * Enhance legibility
 - * Expand knowledge of language
 - * Enhance artistry
- 4.2 Attend to conventions
 - * Attend to grammar and usage
 - * Attend to spelling
 - * Attend to capitalization and punctuation
- 4.3 Present and share
 - * Demonstrate attentive listening and viewing
 - * Use effective oral and visual communication
 - * Enhance presentation
 - * Present information

General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

- 5.1 Respect others and strengthen community
 - * Appreciate diversity
 - * Relate texts to cultures
 - * Celebrate accomplishments and events
 - * Use language to show respect
- 5.2 Work within a group
 - * Evaluate group process
 - * Work in groups
 - * Cooperate with others

Unit 1:	CHOICES	August 30 to October 15
Texts:	Various short stories, poems, and essays	
Grammar:	Nouns; Pronouns; Verbs, Verb Phrases and Verb Tenses	
Focus:	Address an Envelope; Business Letter 1 (Letter of Complaint); Write and Revise a Personal Essay (Narrative/Descriptive)	
Unit 2:	FILM STUDY 1	October 18 to October 29
Text:	<i>Where the Spirit Lives</i> (1989) directed by Keith Ross Leckie; Related readings	
Grammar:	Punctuation Marks	
Focus:	Cinematic Techniques; Film Terminology; Personal Response Writing	
Unit 3:	JUSTICE	November 1 to December 17
Texts:	Various short stories, poems, visual texts and essays	
Grammar:	Phrases and Clauses; Conjunctions (Connecting Words)	
Focus:	Business Letter 2 (Letter to Editor); Use Sources to Research; Plan, Write and Revise a Persuasive Essay; Self Assess Essay	
Unit 4:	SHORT STORIES	January 4 to February 11
Texts:	Various short stories	
Grammar:	Adjectives and Adverbs (Descriptors)	
Focus:	Business Letter 3 (Letter of Request); Plan a Short Story; Write and Revise a Short Story (Narrative/Descriptive); Self and Peer Assess Short Story	
Unit 5:	NOVEL STUDY	February 14 to April 1
Text:	<i>People of Darkness</i> (1980) by Tony Hillerman	
Grammar:	Sentence Types, Sentence Patterns and Sentence Variety (Beginnings/Lengths)	
Focus:	Business Letter 4 (Cover Letter); Create an Independent Project; Present Independent Project	
Unit 6:	FILM STUDY 2	April 4 to April 22
Text:	<i>Akeelah and the Bee</i> (2006) directed by Doug Atchison	
Grammar:	Spelling; Roots; Prefixes and Suffixes	
Focus:	Film Analysis; Personal Response Writing	
Unit 7:	POETRY	April 25 to May 27
Texts:	Various Poems	
Grammar:	Sentence Combining and other skills as necessary	
Focus:	Personal Response Writing; Write and Revise a Poetry Collection (Creative/Descriptive); Present one poem visually and orally; Part A PAT Preparation (Creative and Functional Writing Review)	
Unit 8:	DRAMA & REVIEW	May 30 to June 17
Texts:	Radio Plays; One-Act Plays; Released PAT Materials for Review	
Focus:	Understand Conventions of Drama and Scripts; Part B PAT Preparation (Reading Comprehension Skill Building)	

A variety of literary genres will be encountered including essays, stories, drama, film, poetry, song lyrics, advertising, instructional literature and others. Reading, writing, listening, speaking, viewing and representing skills, as well as vocabulary, grammar, spelling, and punctuation will be taught in all units.

Within each of the above units, students will have a variety of activities to accomplish that will require the use of the six strands of Language Arts. These activities will include, but not be limited to, in-class assignments, quizzes, exams, and class participation.

Unless otherwise indicated, the Alberta Learning Provincial Achievement Examination scoring guide for LA 9 shall be utilized for grading written assignments. **P = Poor; L = Limited; S = Satisfactory; Pf = Proficient; E = Excellent**

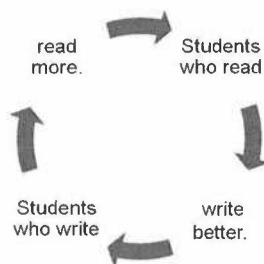
Narrative / Essay	P L S Pf E	Functional Writing	P L S Pf E
Content:	1 2 3 4 5 (X2)	Content:	1 2 3 4 5 (X2)
Organization:	1 2 3 4 5 (X2)	Content Management:	1 2 3 4 5 (X2)
Sentence Structure:	1 2 3 4 5		
Vocabulary:	1 2 3 4 5	(Instruction regarding this scoring guide will occur within the	
Conventions:	1 2 3 4 5	first month of school, with periodic review thereafter.)	
Evaluation:	Reading:	40% (Assessment of reading comprehension)	
	Writing:	40% (Functional, Persuasive and Creative Responses)	
	Listening & Viewing:	10% (Responses to audio and visual texts)	
	Speaking & Representing:	10% (Oral and visual communication)	
Final Grade:	Course work:	75%	
	Final exam:	25%	
Primary Resources:	In Context Anthology 3; Scarborough, ON: Nelson Canada Ltd., 1990.		
	Language Arts 9 Workbook (sheets distributed throughout the year)		
	Novel (People of Darkness by Tony Hillerman)		
	Film (Where the Spirit Lives directed by Keith Ross Leckie)		
	Film (Akeelah and the Bee directed by Doug Atchison)		
Additional Resources:	Handouts from instructor		
Expectations:	1.	Students must arrive on time with required materials: pen, pencil, paper, texts.	
	2.	Those arriving late must submit a note from the office before entering class. Do not forget to go to the office to receive a late slip. You will not be permitted to enter class without one.	
	3.	Students will participate in a positive and constructive manner. Use language that is school-appropriate. Raise your hand and wait to be acknowledged before speaking.	
	4.	Students will respect the rights of others and share their opinions in an open and safe classroom. Be polite. Don't touch others or their belongings. Observe hygiene protocols.	
	5.	Students will complete and submit work on time. Come in at lunch or after school to	

- complete late work. Work missing after three days will require a call home.
6. **Students will quickly make up work missed due to an absence.** Submit parent/guardian notes for absences. Check the Google Classroom or with me for any missing assignments. If you are not clear about what to do, see me after class.
 7. **Students will complete work independently in blue or black ink or on a computer.** Daily assignments may be completed in pencil if legible. Crumpled, defaced or overly messy work is not acceptable.
 8. **Students will name all work submitted,** and name and date major written assignments in the upper left corner. You will be taught how to format.
 9. **Students will not skip assignments or “take a zero” on any assignment.** Parents/guardians and administration will be notified should this occur.
 10. **Students will ask permission to leave class (one person at a time),** except in the case of serious emergency. Do not abuse the privilege by asking to leave the room frequently or remaining out of the room any longer than necessary. The bell does not dismiss class. Wait for permission before packing up or leaving and follow all exit protocols.
 11. **Students will not use personal electronic devices** without permission. ALL PHONES MUST BE TURNED TO SILENT and PLACED IN THE WALL POCKET where they may be retrieved when allowed. Calls home for repeated violation of this rule.
 12. **Students will not consume food or drink in class** except for bottled water, and only if treated appropriately and removed upon leaving the classroom.

Students who consistently fail to follow these rules will be required to serve a noon-hour detention.

Extra help is available if you schedule a convenient time to see me (between 8:30 and 9:00 in the morning and between 3:30 and 4:30 in the afternoon). If you are having difficulty, please ask for help.

The link between
reading and writing



Every Day
is a **Reading** and
Writing Day

