



# FAIRVIEW HIGH SCHOOL

## ELA 9C Course Outline, 2021 - 2022

Room 22

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Extension 40022 – Google Classroom Code: 4awelzy

Welcome to English Language Arts (ELA) 9C! 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

### 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

### **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 the instructor (either digitally or on paper)

**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: *Where the Spirit Lives* (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: *People of Darkness* (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: *Akeelah and the Bee* (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**

<b>Narrative / Essay</b>	<b>P L S Pf E</b>	<b>Functional Writing</b>	<b>P L S Pf E</b>
<i>Content:</i>	1 2 3 4 5 (X2)	<i>Content:</i>	1 2 3 4 5 (X2)
<i>Organization:</i>	1 2 3 4 5 (X2)	<i>Content Management:</i>	1 2 3 4 5 (X2)
<i>Sentence Structure:</i>	1 2 3 4 5		
<i>Vocabulary:</i>	1 2 3 4 5	(Instruction regarding this scoring guide will occur within the first month of school, with periodic review thereafter.)	
<i>Conventions:</i>	1 2 3 4 5		

#### **EVALUATION:**

##### *Coursework 75% of the final grade*

Reading:	30% (Assessment of reading comprehension)
Writing:	30% (Functional, Persuasive and Creative Responses)
Listening & Viewing:	10% (Responses to audio and visual texts)
Speaking & Representing:	5% (Oral and visual communication)

##### *Final exam 25% of the final grade*

#### **Expectations:**

- Students must arrive on time with required materials:** pen, pencil, paper, texts.
- 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.
- 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.
- 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 a 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 OUT OF SIGHT. Students will be directed when cell phones may be allowed by the teacher. A call home will happen for repeated violation of this rule.
12. **Students will not consume food during class.** Absolutely no energy drinks allowed either. Beverages other than water will be allowed at the teacher’s discretion.

Extra help is available if you schedule a convenient time to see me. If you are having difficulty, please ask for help.

As per Peace River School Division policy, articulated below are the mandated Division 3 Learner Outcomes for Communication and Information Technologies to be met in ELA 9.

**Communication:**

- C1.3.1 Plan and conduct a search, using a wide variety of electronic sources.
- C1.3.2 Refine searches to limit sources to a manageable number.
- C3.3.1 Evaluate the authority and reliability of electronic sources.
- C4.3.1 Create a plan for an inquiry that includes consideration of time management.
- C4.3.3 Demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” and “or” between search topics and the choice of appropriate search engines for the topic.
- C5.3.1 Access, retrieve and share information from electronic sources such as common files.
- C5.3.2 Use networks to brainstorm, plan and share ideas with group members.

### **Functional Operations:**

- F3.3.1 Use time and resources on the network wisely.
- F3.3.2 Explain the issues involved in balancing the right to access information with the right to personal privacy
- F3.3.3 Understand the need for copyright legislation.
- F3.3.4 Cite sources when using copyright and/or public domain material.
- F3.3.5 Download and transmit only materials that comply with the established network use policies and practices.
- F3.3.6 Model and assume personal responsibility for ethical behaviour and attitudes and acceptable use of information technologies and sources in local and global contexts.
- F4.3.1 Identify aspects of style in a presentation.
- F4.3.2 Understand the nature of various media and how they are consciously used to influence an audience.
- F4.3.4 Recognize that the ability of technology to manipulate images and sound can alter the meaning of a communication.
- F6.3.3 Demonstrate proficiency in uploading and downloading text, image, audio and video files.

### **Productivity:**

- P1.3.1 Design a document, using style sheets and with attention to page layout, that incorporates advanced word processing techniques, including headers, footers, margins, columns, table of contents, bibliography and index.
- P1.3.2 Use advanced menu features within a word processor to accomplish a task: for example, insert a table, graph or text from another document.
- P1.3.3 Revise text documents based on feedback from others.
- P1.3.4 Use appropriate communication technology to elicit feedback from others.
- P4.3 Emphasize information, using placement and colour.
- P6.3.2 Demonstrate proficiency in accessing local area network, wide area network, and Internet services, including uploading and downloading text, image, audio and video files.