



# English Language Arts 9

## Course Outline

Ms. A Anderson | 2024-2025

### CONTACT

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TEAMS: Ashley Anderson  
(Teacher - Secondary)

### CURRICULAR COMPETENCIES

#### **Comprehend and connect (reading, listening, viewing)**

- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- Recognize how language constructs personal, social, and cultural identity
- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways
- Explain how literary elements, techniques, and devices enhance and shape meaning
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Develop an awareness of the diversity within and across First Peoples societies represented in texts
- Recognize the influence of place in First Peoples and other Canadian texts

#### **Create and communicate (writing, speaking, representing)**

- Respectfully exchange ideas and viewpoints to build shared understanding and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
- Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message
- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
- Use and experiment with oral storytelling processes
- Select and use appropriate features, forms, and genres according to audience, purpose, and message
- Transform ideas and information to create original texts
- Express an opinion and support it with credible evidence

### CONTENT

Students will engage with and be expected to demonstrate an understanding of:

#### Story/text

- text features and forms, functions, and genres of text
- literary elements and devices
- elements of visual/graphic texts

#### Strategies and Processes

- reading, oral language, and metacognitive strategies
- writing processes

#### Language features, structures, and conventions

- features of oral language
- multi-paragraphing
- language change
- elements of style
- usage
- syntax and sentence fluency
- conventions
- rhetorical devices
- connotation and denotation

### ASSESSMENT

- quizzes
- tests
- multi-paragraph assignments
- essay
- short and long answer responses
- discussions and debates
- participation in class activities

### ACTIVITIES, SKILLS, AND STRATEGIES

- note-taking
- close-reading
- written tasks
- research
- oral presentations
- cooperative group work
- debate

### REQUIRED MATERIALS

- Blue or black pen
- Pencil and eraser
- Binder with dividers
- Lined paper
- Highlighter



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### EXPECTATIONS

#### BEHAVIOUR

- Respect everyone in the room at all times by being an active participant, attentive listener and cooperative partner.
- Respect others ideas by keeping an open mind.
- Take responsibility for your actions and ownership over your learning by arriving promptly to class ready to learn with the necessary materials.
- Bring to class every day: pencil, pen, lined paper, binder, agenda, and a positive attitude!
- Arrive ON TIME and ready to work and learn.

#### ELECTRONIC USAGE

- **Students are not to use personal electronic devices in class.**
- Please silence them and put them away before class begins. Cell phones and personal laptops can be used in class only when directed by the teacher for certain activities (ie. To check MS Teams, Kahoot, etc), or with special permission.
- Reference the **British Columbia Ministry of Education** policy for more information

#### ATTENDANCE

- Missing classes for any reason will have an impact on learning, assessment and evaluation.
- Absences: parent/guardian is expected to notify the school of all absences.
- Please talk to me in person and/or check Microsoft Teams when you are absent to see what you missed in class. It is your responsibility to catch up on your own time, or during tutorial.

#### MISSED WORK

- **Students absent from class, whether excused or unexcused, are solely responsible for obtaining and/or completing any missed tests, assignments, or homework.**

#### ASSIGNMENTS

- All assignments must be submitted with your name, the date, and block number indicated at the top.
- Late assignments will not be accepted unless arrangements have been made AT LEAST 24 hours prior to the due date.

#### PLAGIARISM

- Students are expected to abide by the Policy on Plagiarism and Cheating as outlined in their agenda book.
- In the unlikely event of plagiarism and cheating, the student will receive a mark of zero (0) and direct communication will be made with Administration and a parent/guardian.

#### FOOD AND DRINK

- Quiet snacks and water in a sealable water bottle are permitted in class.

This course outline must be signed by both the student and their parent/guardian and returned immediately.

**STUDENT SIGNATURE:** \_\_\_\_\_

**PARENT/GUARDIAN SIGNATURE:** \_\_\_\_\_