

English Language Arts 9

Type: Online

Course Description:

The key question for English Language Arts (ELA) 9 is, “How can engaging with global stories expand my appreciation for the entire human family?” The overarching goal is that students will see themselves as part of the larger global society that they live in and their capacity for empathy for others will grow. Human beings are wired to communicate through stories, and as stories from around the world get inside of us, they can increase our empathy for others and our sense of community with those from around the world. This course, while it is focused on reading, writing, and communication, also examines some significant global issues that will hopefully stir up students’ desire to become better global citizens. The texts in English 9 were chosen to help students to think outside of their own experiences and consider their neighbours, both near and far. Students will have a chance to show their storytelling skills, hopefully highlighting how they can make the world a better place through their own storytelling.

Major Units and Topics:

- Course Intro and Global Stories
- Writing Skills
- Novel Study: Refugee
- Media Literacy and Nonfiction
- A Midsummer Night’s Dream
- Global Journey Project

Assessment Requirements:

- Discussion Forums
- Creative Writing Project
- Paragraphs Assignment
- *Refugee* Essay
- Amazon Blog
- *A Midsummer Night’s Dream* Performance
- Global Journey Project
- Final Exam (optional)
- Each lesson designed to take approximately 45 minutes, with the exception of major projects and assignments



Learning Standards Overview:

Curricular Competencies <i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i>	Unit 1 Course Intro & Global Stories	Unit 2 Writing Skills	Unit 3 Refugee	Unit 4 Media Literacy and Nonfiction	Unit 5 A <i>Midsummer Night's Dream</i>	Unit 6 Global Journey Project
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 an increasing range of text structures and how they contribute to 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)						
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 <i>Students are expected to know the following:</i>	Unit 1 Intro	Unit 2 Reading and Writing Well	Unit 3 To Kill a Mockingbird	Unit 4 Merchant of Venice	Unit 5 World War II Novel Study	Unit 6 First Peoples
Story/text						
Forms, functions, and genres of text	✓	✓		✓		
Text features	✓	✓	✓	✓	✓	✓
Literary elements	✓	✓	✓		✓	
Literary devices	✓	✓	✓		✓	
Elements of visual/graphic texts				✓		✓
Strategies and processes						
Reading strategies	✓	✓	✓	✓	✓	✓
Oral language strategies					✓	✓
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	✓	✓	✓	✓	✓	✓
Presentation techniques	✓					✓
Rhetorical devices		✓				
Connotation and denotation		✓				

