



## Grade 9 English Language Arts SYLLABUS



2019-2020 School Year  
Mrs. Foley/Mr. Davis

**Course Description:** English Language Arts is designed to develop students' knowledge and strategies in speaking and listening (speeches, role-play, debates), reading and viewing (novels, stories, blogs, texts, e-mails, plays and video), writing and representing (essays, letters, stories, dance, artwork, collage or video production). English Language Arts must be taught in an integrated manner so that the interrelationships between and among the language processes will be understood and applied by the students. This integrated approach should be based on students' prior experience with language and on meaningful activities involving speaking, listening, reading, viewing, writing and other ways of representing meaning. Experiences with literature are, in addition to developing their knowledge and strategies, designed to enhance students' awareness of the richness of life, expand their imagination, exercise their intellects, and mature their emotions.

The curriculum provides for a balance of transactional, expressive and poetic writing. The conventions of language are taught in the contexts of students' own writing and speaking. Students are expected to maintain a writing file (their portfolio) of their work for assessment and reference purposes. The variety of resources for reading and viewing are intended to evoke personal responses, promote discussion and analysis of values and ideas, and consolidate their understanding of language, form and genre. A variety of interaction patterns (partnership, small groups and whole class) should be used.

The curriculum guide is available to view at:

[http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/eng\\_grade9/ELA9\\_curr\\_guide2017.pdf](http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/eng_grade9/ELA9_curr_guide2017.pdf)

### Evaluation Scheme:

Speaking	15%	Listening	15%
Writing	15%	Representing	15%
Reading	20%	Viewing	20%

### Notes:

1. The above marking scheme may be altered under extenuating circumstances (long term illness, bereavement, etc.) or if a student shows significant improvement through course examinations.
2. Students will be given at least five school days notice before any test or major project is due.



## Department Approved Resources:

- *Nelson Literacy 9*
- *ResourceLines 9/10*
- *Romeo and Juliet* (The Global Shakespeare Edition)
- Multiple Copies of Novels/Texts: Approx. 5 Independent Texts (to be chosen with teacher input) and 3 for in-depth class study (*The Boy in the Striped Pajamas*, *The Pearl*)
- Handouts as administered by the teacher in conjunction with other class resources

## Suggested Class Materials:

1. *Dictionary/Thesaurus*
2. *2-inch Ring Binder*
3. *Loose Leaf and Duotang Folder*
4. *Coloring Leads/Markers*
5. *Scissors*
6. *Glue*
7. *Pencils/Erasers*
8. *Pens*

## Outline 2019-2020

### Suggested Course Content:

CATEGORY	ACTIVITY	NUMBER(S) SUGGESTED
Writing & Representing	(A) Multi-paragraph writing	3(1 must show evidence of research)
	(B) Poetry	3
	(C) Visual/informational text	1
	(D) Multimedia	1
	(E) Creative expression	1
	(F) Demand writing (choose from A to E)	6
Reading & Viewing	(G) Poetry	15
	(H) Drama	1 + <i>Romeo and Juliet</i>
	(I) Short prose	8 fiction + 10 non-fiction
	(J) Multimedia	5
	(K) Student-selected longer prose (novel)	5
	(L) Teacher-supported longer prose	3
Speaking & Listening	(M) Informal Speaking (Group discussion, improvisation, role play, or read aloud)	6
	(N) Formal Speaking (Interview, debate, speech, slideshow, book talk, dramatic presentation)	2
	(O) Formal Listening (music, read aloud, speech, debate)	2

## Outline 2019-2020

<b>Unit One</b>	<ul style="list-style-type: none"> <li>➤ Biographical Poems</li> <li>➤ <i>Nelson Literacy 9 “It Takes Courage”</i></li> <li>➤ Students will examine a variety of texts sharing a common theme.</li> <li>➤ Introduction to essay writing</li> <li>➤ Hero Essay</li> </ul>	<p style="text-align: center;"><b>September/October (approx. 3 weeks)</b></p> <p style="text-align: center;">Hero Essay: September</p>
<b>Unit Two</b>	<ul style="list-style-type: none"> <li>➤ <i>Nelson Literacy 9 “It Takes Courage”</i> Cont.</li> <li>➤ Significant emphasis will be placed on short stories/informational texts.</li> <li>➤ Selection from <i>Nelson “Homegrown”</i></li> <li>➤ Literature Circle #1 (Short Stories)</li> <li>➤ Short Story Assessment</li> <li>➤ <i>The Boy in the Striped Pyjamas</i>: Novel will be read and analyzed in class using a variety of individual, small group, and whole class activities.</li> <li>➤ End of novel assignment offering a number of choices for students</li> </ul>	<p style="text-align: center;"><b>September-October (approx. 4 weeks)</b></p> <p style="text-align: center;">Short Story Assessment:</p> <p style="text-align: center;">Novel Assignment</p>
<b>Unit Three</b>	<ul style="list-style-type: none"> <li>➤ <i>Nelson Literacy 9 “It Takes Courage”</i> Cont.</li> <li>➤ War Selections and Remembrance Day Activities (Essay, Poster, Poem)</li> <li>➤ Choice of one item to present to the class</li> <li>➤ Significant emphasis will be placed on poetry (writing and reading)</li> <li>➤ Literature Circle #2</li> <li>➤ Independent Reading #1</li> <li>➤ Poetry Assessment</li> </ul>	<p style="text-align: center;"><b>October – November (approx. 4 weeks)</b></p> <p style="text-align: center;">Independent Reading Assignment</p> <p style="text-align: center;">Remembrance Day Activities:</p> <p style="text-align: center;">Poetry Assessment: Nov. 28<sup>th</sup></p>
<b>Unit Four</b>	<ul style="list-style-type: none"> <li>➤ <i>Nelson Literacy 9 “What’s Next”</i></li> <li>➤ Students will examine a variety of texts sharing a common theme.</li> <li>➤ Significant emphasis will be placed on info. texts, advertisements, visual elements and logical fallacies</li> <li>➤ Propaganda &amp; Bias</li> <li>➤ Selection from <i>Nelson “Homegrown”</i></li> </ul>	<p style="text-align: center;"><b>November –December (approx. 5 weeks)</b></p> <p style="text-align: center;">Visual Assignment: Dec. 18<sup>th</sup></p>
<b>Unit Five</b>	<ul style="list-style-type: none"> <li>➤ Demand Writing</li> <li>➤ Writing Workshops</li> </ul>	<p style="text-align: center;"><b>January (approx. 2 weeks)</b></p> <p style="text-align: center;">Demand Writing Assessment Jan. 20th</p>
<b>Unit Six</b>	<ul style="list-style-type: none"> <li>➤ <i>Romeo and Juliet</i>: Play will be read and analyzed in class using a variety of individual, small group and full class</li> </ul>	<p style="text-align: center;">January – April (approx. 5 weeks)</p> <p style="text-align: center;">Romeo and Juliet Unit</p>

	<ul style="list-style-type: none"> <li>activities.</li> <li>➤ An In-depth Study of Drama</li> <li>➤ Romeo and Juliet Unit Assessments</li> <li>• <b>Units Six and Seven will be completed at different times depending on teacher in order to ensure use of resources for all students.</b></li> </ul>	<p>Test Romeo and Juliet Unit Project</p> <p>Dates to be determined</p>
<b>Unit Seven</b>	<ul style="list-style-type: none"> <li>➤ <i>Research Assignment</i></li> <li>➤ Significant emphasis will be placed on the research process</li> <li>➤ Students will choose a topic and complete a research paper.</li> </ul>	<p>January-March (approx.. 4 weeks)</p> <p>Date to be determined</p>
<b>Unit Eight</b>	<ul style="list-style-type: none"> <li>➤ <i>Nelson Literacy 9 “Turning Points”</i></li> <li>➤ Students will examine a variety of texts sharing a common theme.</li> <li>➤ Significant emphasis will be placed on writing, speaking, watching and listening to speeches</li> <li>➤ Selection from <i>Nelson “Homegrown”</i></li> <li>➤ Independent Novel Study Assignment #2</li> </ul>	<p><b>March – April (approx. 4 Weeks)</b></p> <p>Formal Speech Mar. 25<sup>th</sup></p> <p>Independent Reading Assignment April 7<sup>th</sup></p>
<b>Unit Nine</b>	<ul style="list-style-type: none"> <li>➤ Chosen novel will be read and analyzed in class using a variety of individual, small group, and whole class activities.</li> <li>➤ End of Unit Assessment</li> </ul>	<p><b>April-May (approx.. 3 Weeks)</b></p> <p>End of Unit Assessment: May 27<sup>th</sup></p>
<b>Unit Ten</b>	<ul style="list-style-type: none"> <li>➤ <i>Nelson Literacy 9 “Planet You”</i></li> <li>➤ <i>Current Events/News Review:</i> Students will examine a variety of news events and programming</li> <li>➤ <i>Informational Assessment</i></li> <li>➤ Introduction to formal debate techniques</li> <li>➤ Literature Circle #3 (Info. Text)</li> <li>➤ <b>Review</b></li> </ul>	<p><b>May – June (approx. 6 Weeks)</b></p> <p>Informational Assessment June 8<sup>th</sup> Formal Debate June 17<sup>th</sup></p>

***\*The dates in this outline are tentative only, and may change slightly depending on individual teachers as well as extenuating circumstances (i.e. Storm closures, etc.)***