

Grade 9 English Language Arts: Year at a Glance

Overview

Grade 9 English Language Arts includes general outcomes that work together rather than in isolation. Students explore thoughts, ideas, feelings and experiences through talk, reading and viewing, building on prior knowledge and taking different points of view as they reflect on texts. They comprehend and respond personally and critically to oral, print and media texts, studying how plot, character, theme, irony and symbolism create meaning, and creating original texts of their own on similar themes. They manage ideas and information by planning research, evaluating sources for bias and reliability, and sharing findings in forms such as multimedia presentations or panel discussions. They work on the clarity and artistry of their communication, revising for effective transitions and consistent point of view and attending to grammar, punctuation and spelling. English Language Arts is part of the curriculum [See the curriculum: 1, 2, 3, 4, 5, 6.](#)

The year at a glance

Grade 9

Unit	General outcomes	Specific outcomes
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Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.	2.4 Create Original Text; 2.3 Understand Forms, Elements and Techniques; 2.2 Respond to Texts; 2.1 Use Strategies and Cues	Generate ideas - generalize from own experience to create oral, print and other media texts on a theme (see the curriculum); Structure texts - create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the action - create oral, print and other media texts that include main and minor characters, and... (see the curriculum); Elaborate on the expression of ideas - create oral, print and other media texts on common literary themes (see the curriculum); Experiment with language - analyze creative uses of language and visuals in popular culture, such as advertisements, electronic magazines and the Internet; recognize how imagery and figurative language, such as metaphor, create a... (see the curriculum); Understand techniques and elements - compare the development of character, plot and theme in two oral, print or other media texts - evaluate the effectiveness of oral, print and other media texts, considering the believability of plot... (see the curriculum); Understand forms and genres - explain the relationships between purposes and characteristics of various forms and genres of oral, print and other media texts - evaluate the effectiveness of different types of media texts for presenting... (see the curriculum); Appreciate the artistry of texts - discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts - discuss character development in terms of... (see the curriculum); Experience various texts • experience oral, print and other media texts from a variety of cultural traditions and genres, such as essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic... (see the curriculum); Construct meaning from texts - analyze how the choices and motives of characters portrayed in oral, print and other media texts provide insight into those of self and others - identify and discuss theme and point of view in oral, print... (see the curriculum); Use prior knowledge - discuss how
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interpretations of the same text might vary, according to the prior knowledge and experiences of various readers - use previous reading experiences, personal experiences and prior knowledge as a basis... (see the curriculum); Use textual cues - use knowledge of visual and textual cues and structural features when skimming and scanning various print and other media texts to locate relevant information effectively and efficiently - analyze and discuss how the... (see the curriculum); Use references • use reference materials, including a writer's handbook, to verify correct usage, address uncertainties and solve problems that arise (see the curriculum); Use comprehension strategies - identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text - select appropriate reading rate and strategies for comprehending texts less... (see the curriculum); Use phonics and structural analysis - apply and explain effective procedures for identifying and comprehending words in context; adjust procedures according to the purpose for reading and the complexity of the texts (see the curriculum)

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	1.1 Discover and Explore; 1.2 Clarify and Extend	Set goals - reflect on own growth in language learning and use, by considering progress over time and the attainment of personal goals (see the curriculum); Express ideas and develop understanding - talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view - explore and explain how interactions with others... (see the curriculum); Express preferences - explain preferences for texts and genres by particular writers, artists, storytellers and filmmakers (see the curriculum); Experiment with language and forms - develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts (see the curriculum); Combine ideas - examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships (see the curriculum); Consider the ideas of others - integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts (see the curriculum); Extend understanding - assess whether new information extends understanding by considering diverse opinions and exploring ambiguities (see the curriculum)
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Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.	4.3 Present and Share; 4.1 Enhance and Improve; 4.2 Attend to Conventions	Use effective oral and visual communication - integrate a variety of media and display techniques, as appropriate, to enhance the appeal, accuracy and persuasiveness of presentations (see the curriculum); Enhance presentation - choose appropriate types of evidence and strategies to clarify ideas and information, and to convince various readers and audiences (see the curriculum); Demonstrate attentive listening and viewing - follow the train of thought, and evaluate the credibility of the presenter and the evidence provided - provide feedback that encourages the presenter and audience to consider other ideas... (see the curriculum); Present information - select, organize and present information to appeal to the interests and background knowledge of various readers or audiences (see the curriculum); Revise and edit - revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions - revise to enhance effective transitions between ideas and maintain a consistent... (see the curriculum); Enhance artistry - experiment with the language and components of particular forms to communicate themes or represent the perspectives of a variety of people or characters (see the curriculum); Appraise own and others' work • share sample treatments of a topic with peers, and ask for feedback on the relative effectiveness of each • work collaboratively to make appropriate revisions based on feedback provided by peers (see the curriculum); Expand knowledge of language - distinguish between the denotative and connotative meaning of words, and discuss effectiveness for achieving purpose and affecting audience - explore the derivation and use of words, phrases and jargon,... (see the curriculum); Enhance legibility - develop personal handwriting styles appropriate for a variety of purposes - identify and experiment with some principles of design that enhance the presentation of texts (see the curriculum); Attend to grammar and usage - identify and use parallel structure in own writing -
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identify and use coordination, subordination and apposition to enhance communication - use a variety of strategies to make effective transitions between... (see the curriculum); Attend to capitalization and punctuation - use quotation marks to distinguish words being discussed in own writing - use dashes to show sentence breaks or interrupted speech, where appropriate in own writing - know that rules for... (see the curriculum); Attend to spelling - demonstrate the deliberate, conscientious and independent application of a variety of editing and proofreading strategies to confirm spellings in own writing - identify situations in which careful attention to... (see the curriculum)

Students will listen, speak, read, write, view and represent to manage ideas and information.	3.2 Select and Process; 3.4 Share and Review; 3.1 Plan and Focus; 3.3 Organize, Record and Evaluate	Evaluate sources - evaluate sources for currency, reliability and possible bias of information for a particular research project (see the curriculum); Use a variety of sources - obtain information reflecting multiple perspectives from a variety of sources, such as expository essays, graphs, diagrams, online catalogues, periodical indices, film libraries, electronic databases and the... (see the curriculum); Access information - expand and use a variety of tools and text features, such as organizational patterns of texts, page layouts, font styles and sizes, colour and voice-overs, to access information - distinguish between primary and... (see the curriculum); Review research process - reflect on the research process, identifying areas of strength and ways to improve further research activities (see the curriculum); Share ideas and information - communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles - integrate appropriate visual, print... (see the curriculum); Determine information needs - select types and sources of information to achieve an effective balance between researched information and own ideas (see the curriculum)
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.	5.1 Respect Others and Strengthen Community; 5.2 Work within a Group	(none in the selection)

Across the year

- Studying how established writers build character, plot and theme feeds directly into students' own writing, where they generalize from experience and structure original texts with developing characters. [See the curriculum: 1, 2, 3, 4, 5.](#)
- Research skills in managing information, such as evaluating sources and distinguishing primary from secondary material, connect to the presentation skills in enhancing communication, where students choose evidence and media to reach an audience. [See the curriculum: 1, 2, 3, 4, 5, 6.](#)
- Personal exploration of ideas threads through how students respond to texts, since they relate themes and characters' choices to their own experience and interpret texts through the lens of what they already know. [See the curriculum: 1, 2, 3, 4, 5.](#)
- Peer feedback on drafts depends on the collaboration skills built through respecting others and working within a group, since revising well requires students to give and receive criticism constructively. [See the curriculum: 1, 2, 3, 4.](#)