

Welcome to English Language Arts - Grade 9

Teacher: Ms. Ann Salter Jarrett - ann.salterjarrett@yesnet.yk.ca

This semester we will be analysing a variety of literary and non-literary texts. Our analysis will be centered around the five big ideas for the course:

1. Language and story can be a source of creativity and joy.
2. Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
3. People understand text differently depending on their worldviews and perspectives.
4. Texts are socially, culturally, and historically constructed.
5. Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Course Overview

Unit 1: The Craft - How do writers build suspenseful, engaging stories - what techniques can authors use to build tension, spark curiosity and ultimately entertain readers?

Unit 2: *The Absolutely True Diary of a Part-Time Indian* - by Sherman Alexie - What makes us who we are? How does background, culture, context shape how we view the world and how others view us? How can novels teach us about other peoples' unique experiences and foster empathy?

Unit 3: Advertising + Feed - How does advertising impact our views and our lives? What techniques do advertisers use to promote their products? How can we view media texts critically? Comparative analysis of advertising (print, digital, video, social media) with Anderson's *Feed*

Unit 4: Place, community, stories - Guiding text: *Kwanlin Dun - Our Story in Our Words* - How is place connected to identity and community? How do stories both shape and reflect our conception of place?

Unit 5: Drama study (time permitting) - *The Crucible* by Arthur Miller - What parallels can we draw between the Salem Witch trials and similar trends in our current context?

Assessment

Students will complete both formative and summative assessments.

Formative assessments include activities, homework tasks, and informal projects that are done every day in class to learn material and practice skills. Students will receive formative feedback from the teacher or classmates, either verbal or in writing. The purpose of the formative assessments is to learn, and for me to know where the students are in their learning so that I may meet their needs. Formative assessments do not contribute to the students' final grade.

At the end of a learning cycle or unit, students will complete one or more summative assessments. These are larger projects, such as essays, papers, and presentations, or others, that demonstrate what the student has learned in the unit. Summative assessments are formally graded by the teacher and the grade obtained counts towards their report card. Students will complete one or two summative assessments each unit.

Students will be assessed on the following criteria

Supplies required

- Notebook for personal writing, drafting and journaling
- Lined paper
- Writing utensils, including highlighters