

Language Arts 9 – Langdon School

Mr. Stovka

sstovka@rvschools.ab.ca

Course Overview and Essential Skills

This course continues the sequential study of skills in reading, writing, speaking and listening, and research. Students will increase independent reading and analysis skills by studying elements and devices of novels, dramas, short stories, and poetry. Students will apply the writing process in order to improve grammar and written expression in paragraph and multi-paragraph literary analysis. Students will also express their ideas orally in small and large group discussion and presentations. They will apply the research process in order to supplement their understanding of the historical contexts of literary works.

Skill Development:

- sentence and paragraph organization
- vocabulary: understanding and use in writing
- organization of written work, including an introduction to essay format
- effective grammar and punctuation use in written work
- information collection / research strategies
- presentation / public speaking
- reading comprehension strategies
- study strategies and personal materials organization strategies

Activities and Assignments over the course of the year:

- Individual, small group, and class work
- Regular and purposeful reading (silent and aloud)
- Written work of varying length, style, format
- Projects: posters, presentations, pod casts, models (student choice in many cases)
- Active daily participation involving both listening and speaking
- Tests, quizzes, and writing assignments

Course Outline of Material Covered:

Unit or Topic	Concepts/Skills/Resources	Timeframe
Short Story Unit	<ul style="list-style-type: none">● Define, identify, and analyze literary elements and devices of fiction● Analyze the effectiveness of a film adaptation of a short story● Apply reading strategies in order to analyze text with increasing independence● Write a literary analysis essay● Selected short story titles from <i>Elements of Literature: Third Course</i> anthology● Film: scene from Steven Spielberg's <i>Jurassic Park</i>	Approximately 6 weeks
Poetry Unit	<ul style="list-style-type: none">● Analyze how poetic devices create meaning in poetry● Analyze the impact of form on the meaning of poetry	Approximately 5 weeks

	<ul style="list-style-type: none"> ● Apply annotation strategies in order to comprehend and analyze abstract language <p>Selected poetry titles from <i>Elements of Literature: Third Course</i> anthology</p>	
<i>Merchant of Venice</i>	<ul style="list-style-type: none"> ● Define, identify, and analyze elements of Shakespearean Drama/Tragedy ● View and analyze the effectiveness of a film adaptation of a play ● Film Study related to the novel. 	Approximately 5 weeks
<i>To Kill Mockingbird</i>	<ul style="list-style-type: none"> ● Apply close reading strategies in order to comprehend and analyze text ● Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme ● Analyze how Lee’s language shapes meaning throughout the text ● Write a literary analysis essay ● Film: Robert Mulligan’s film adaptation of <i>To Kill a Mockingbird</i> 	Approximately 8 weeks
Research Unit	<ul style="list-style-type: none"> ● Access reliable and credible sources to research a topic ● Apply the steps of the research process ● Effectively manage time to complete tasks ● Effectively collaborate with peers ● Synthesize research in the form of a presentation 	Approximately 2 weeks
<i>Animal Farm</i>	<ul style="list-style-type: none"> ● Analyze the author’s use of literary elements and devices in order to develop satire and allegory ● Apply historical context of novel to understanding of author critique 	Approximately 5 weeks
Independent Reading Project	<ul style="list-style-type: none"> ● Read and comprehend text independently within a given time frame ● Track the development of the theme of identity ● Write in a timed setting 	Approximately 1 week in class-will run concurrently with other units.

****Depending on the needs of the class or changes in the school year, the course outline sequence is subject to change.***

Course Assessment

Individual assessment will involve a variety of tasks designed to monitor and improve student learning and will include both assessment of, and for learning. Assessment for learning includes all of the activities that we do to provide feedback in order to help students master the material and guide their learning. It is used by both the student and the teacher and might include project work, self and peer feedback, parent feedback, revision, practice work, group work, and other assignments. At times, students will have the opportunity to choose their ‘best’ work for submission. The report card grade will therefore be primarily based on assessments of learning. An assessment of learning is an evaluation of the student’s mastery of the course outcomes at any given time and will include project work, written work, assignments, practical work, exams, and other evidence of mastery demonstrated by the student. Students and parents should also check PowerSchool on a regular basis. Grades will be updated at least every other week. More time will be required for written work and projects.

Active participation, consistent work habits and taking responsibility for your conduct are key to your success in this class. If you put dedication and effort into each of these areas, you should achieve good marks and

understanding of knowledge and skills. Your success is up to you! I can only help you achieve it if you are willing to put in the work. Extra help is always available to you should you need it.

For the most part, each unit of study will be evaluated accordingly:

Assignments	50%
Performance Task/Culminating Activity	30%
Tests & Quizzes	<u>20%</u>
Total	100%

Your yearend mark will be determined accordingly:

Year's Work	90%
Final Exam (PAT)	<u>10%</u>
Total	100%

Classroom Procedures and Expectations:

Rules

A few simple rules will create a foundation of respect within our classroom:

1. *Be Prompt:* arrive to class on time
2. *Be Prepared:* bring text, pen/pencil, binder, planner, and assignments everyday (no locker passes will be issued)
3. *Be Polite:* give respect, get respect (This includes following guidelines of PTHS handbook)
4. *Be Positive:* believe in yourself (never, never quit)
5. *Pay attention:* follow directions the first time they are given

*** Consequences for a disciplinary violation are up to the discretion of the teacher.

Plagiarism

Plagiarism is defined as taking words and/or ideas from another person and offering them as one's own. Students are responsible for crediting other sources by citing the author, text, publication, web-site, date, etc. Plagiarized work will result in loss of credit on the assignment and a referral to the principal's office.