



# LANGUAGE ARTS 9

Mrs. Strom-Brocklesby

2018-2019

## HOW TO REACH ME

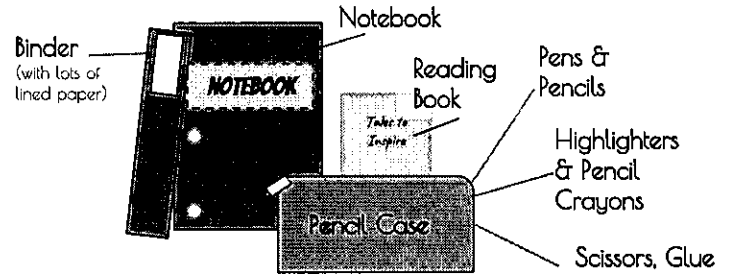
@ [analise.strombrocklesby@nlsd.ab.ca](mailto:analise.strombrocklesby@nlsd.ab.ca)

(780) 623-4271 (school phone)

Private messages through Google Classroom

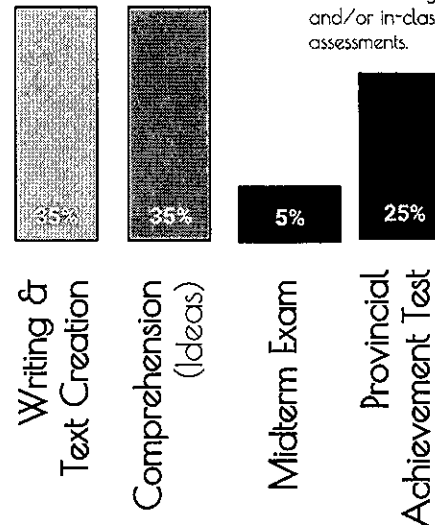
@StromBrocklesby

## CLASS MATERIALS



## ASSESSMENT

Assignment grades will be reported on PowerSchool. Summative grades for each category will be based on a collected body of evidence and/or in-class timed assessments.



PAT Exam Dates:  
Part A - Early May  
Part B - Early June

## COURSE OUTCOMES

Students will listen, speak, read, write, view and represent to

explore thoughts, feelings and experiences (G.O.1)

comprehend literature and other texts in oral, print, visual and other media forms (G.O.2)

manage ideas and information (G.O.3)

create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication. (G.O.4)

respect, support and collaborate with others. (G.O.5)

## CLASS "RULES"

Choose Kindness

Show Respect

Want to know more? Please review the JAWS student handbook or ask Mrs. B.

The PAT consists of two parts:

### Part A: Written Response (50%)

Compose responses to two assigned topics:

**Assignment I: Narrative/Essay Response (35%)**

**Assignment II: Functional Writing (Business Letter (15%))**

### Part B: Reading (50%)

55 multiple choice questions based on a variety of reading selections.; assesses students' abilities to read a variety of literary texts closely.

[Click here for Parent Guide to Grade 9 PATs](#)

(See pp 9-13 to view description and sample of LA 9 PATs)

[Click here to view the LA 9 Writing Scoring Guide](#)

# WHAT ARE WE DOING THIS YEAR?

Please note: Units are tentative and subject to change.

## SEMESTER ONE (SEPT – JAN)

Multi-Genre Quickwrite Responses

Developing a Writing Practice

Short Fiction

Essay Writing

*Secret Path* (Graphic Novel, Whole-Class Literature Circle)

Midterm Exam (End of January 2017)

## SEMESTER TWO (FEB – JUNE)

Business Letters

A Picture is Worth a Thousand Words  
(Visuals & Cartoons)

Major Writing Project

Literature Circles (*Small Group Novel Study*)

PAT Prep & Review

PAT Final Exams

### Ongoing

Reading Powers & Socratic Seminars

Independent Reading & Quickwrites

Writing Workshop (includes independent writing projects, two per semester)

# CLASSROOM 222 EXPECTATIONS

## Cellphones

Learning how to manage cell phones is important, and it's important to minimize their Siren Song when we're in class.

To beeswax your social media ears, try:

- Leaving your phone in your locker.
- Placing it facedown on your desk: leave it facedown during class activities. OR
- Giving your phone a rest at the front

If the Siren traps you, Mrs. B. will offer you rescue before you shipwreck your workflow.

If you need music to minimize distractions, discuss this with Mrs. B.

## Bathroom/ Leaving Class

One in, one out.

Ask politely (and at an appropriate time)

Accept Mrs. B's response with grace and dignity.

Sign out, sign in.

Don't disrupt the learning of yourself or others.

Be speedy. Other folks need to pee, too.

## Settle-In Time

After the warning bell rings, "Settle In" time begins: this is two minutes to prepare yourself for focused, organized work.

Tasks may include:

- Sharpening Pencils & arranging materials (Notebook open, book open)
- Finding and opening a snack.
- Cellphone ringer off; placed facedown or in rest station
- Log into Chromebook
- Finishing conversations with friends

When the second bell rings, we promptly:

- Start choice reading (book or RSS feed) OR
- Start writing in notebook

## *Description of English Language Arts Assessment Standards*

The following statements describe what is expected of Grade 9 students at the acceptable standard and the standard of excellence, based on outcomes in the English Language Arts K-9 Program of Studies. These statements represent examples of the standards against which student achievement is measured. It is important to remember that one test cannot measure all of the outcomes in the program of studies.

<i>Acceptable Standard</i>	<i>Standard of Excellence</i>
<p>Students who meet the acceptable standard in Grade 9 English Language Arts are able to:</p> <ul style="list-style-type: none"> <li>• demonstrate sustained interest in reading, viewing, and listening to relatively short, uncomplicated stories, documentaries, and dramatic works</li> <li>• deal with uncomplicated, familiar details and ideas that are directly presented</li> <li>• expand, in writing, the narration of a personal experience, elaborate somewhat on their ideas, and sustain a topic for several pages of writing using appropriate but conventional details</li> <li>• organize concrete, factual materials that contain simple ideas</li> <li>• understand techniques of literary structure or organization such as cause and effect, foreshadowing, flashback, and comparison and contrast; on occasion, they are able to apply that knowledge to unfamiliar literature or apply these techniques in their own writing</li> <li>• analyze and synthesize ideas in a familiar context when the experience is close in time to their own experiences</li> <li>• be successful in completing conventional tasks without assistance and in completing increasingly complex tasks with assistance and/or conscious effort</li> <li>• independently understand, organize, and articulate ideas and concepts in a concrete, direct, personal, and relatively uncomplicated manner</li> <li>• read relatively simple short novels, nonfiction selections, and narrative poems, and then clearly articulate (orally and in writing) the main idea, sequence of events, key details, and features of character and form</li> </ul>	<p>Students who meet the standard of excellence in Grade 9 English Language Arts are also able to:</p> <ul style="list-style-type: none"> <li>• read confidently and widely (texts such as mystery, romance, adventure, speculative fiction, and poetry) and search for information in texts</li> <li>• deal with abstract, complex details and ideas, and readily take risks with unfamiliar materials</li> <li>• read, write, and reflect on print and non-print texts from many perspectives</li> <li>• analyze and evaluate ideas in a wide variety of sources and appreciate how analysis can deepen an appreciation of the work</li> <li>• coherently develop and organize abstract, complex material</li> <li>• establish an appropriate focus for communication, and select ideas and language to suit different purposes and audiences</li> <li>• identify, without assistance, areas in their own writing that need to be revised and/or elaborated</li> <li>• demonstrate interest, enthusiasm, and imagination when dealing with details and ideas that demand complex thought and understanding</li> </ul>