

Grade 9 English Course Outline

English Language Arts 10F • 2026–2027

Teacher contact

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Please contact me if a student or parent/guardian needs clarification or support.

COURSE GOAL Build confidence in reading, writing, speaking, listening, viewing, and representing—while thinking critically, communicating clearly, and contributing respectfully.

What this course is about

Language helps us explore ideas, express identity, understand others, and participate in our communities. Students will work with literary, informational, oral, visual, and digital texts—and create texts of their own for real audiences and purposes.

The six language arts

R READ make meaning from print	W WRITE develop and communicate ideas	V VIEW interpret visual and digital texts
S SPEAK share ideas clearly	L LISTEN understand and respond	R REPRESENT communicate through images and media

Learning outcomes

Five connected goals guide every unit and assessment.

IN PLAIN LANGUAGE Students will explore, understand, research, communicate, and connect. The same task may demonstrate more than one outcome.

1

EXPLORE IDEAS

I can generate, question, develop, and reconsider ideas, feelings, experiences, and perspectives.

You may show this through: brainstorming, discussion, reflection, creative response

2

UNDERSTAND & RESPOND

I can use strategies to understand texts and respond thoughtfully and critically to what I read, hear, and view.

You may show this through: analysis, discussion, annotation, comparison, original texts

3

MANAGE INFORMATION

I can find, evaluate, organize, synthesize, and cite information for a clear purpose and audience.

You may show this through: inquiry, note-making, source evaluation, research

4

COMMUNICATE WITH CLARITY & ARTISTRY

I can plan, draft, revise, edit, and present effective texts using appropriate form, voice, conventions, and style.

You may show this through: paragraphs, essays, creative writing, presentations

5

BUILD COMMUNITY

I can listen respectfully, collaborate, consider diverse viewpoints, and use inclusive language.

You may show this through: peer feedback, group work, dialogue, reflection

What strong learning looks like

THINK	CREATE	REFINE	CONTRIBUTE
Ask questions and make connections.	Make purposeful, original texts.	Use feedback to revise and edit.	Share ideas respectfully.

Learning plan

Units provide multiple ways to practise and demonstrate the five outcomes.

UNIT / FOCUS	WHAT WE WILL LEARN & DO	OUTCOMES
Short Stories	Genre features, story elements, interpretation, and response	1 • 2 • 4
Poetry	Poetic forms, analysis tools, figures of speech, and original poems	1 • 2 • 4
Book Club / Independent Novel	Theme-based reading, discussion, writing, and reflection	1 • 2 • 5
Class Novel Study	Close reading, discussion, analysis, and evidence-based writing	2 • 4 • 5
Personal & Creative Writing	Memoirs, quick writes, journals, and reflective pieces	1 • 4
Grammar & Composition	Parts of speech, sentences, paragraphs, essays, revision, and editing	4
Inquiry & Research	Credible sources, note-making, MLA citation, and ethical research	2 • 3 • 4
Digital Media Literacy	Online navigation, media evaluation, and responsible AI use	2 • 3 • 5

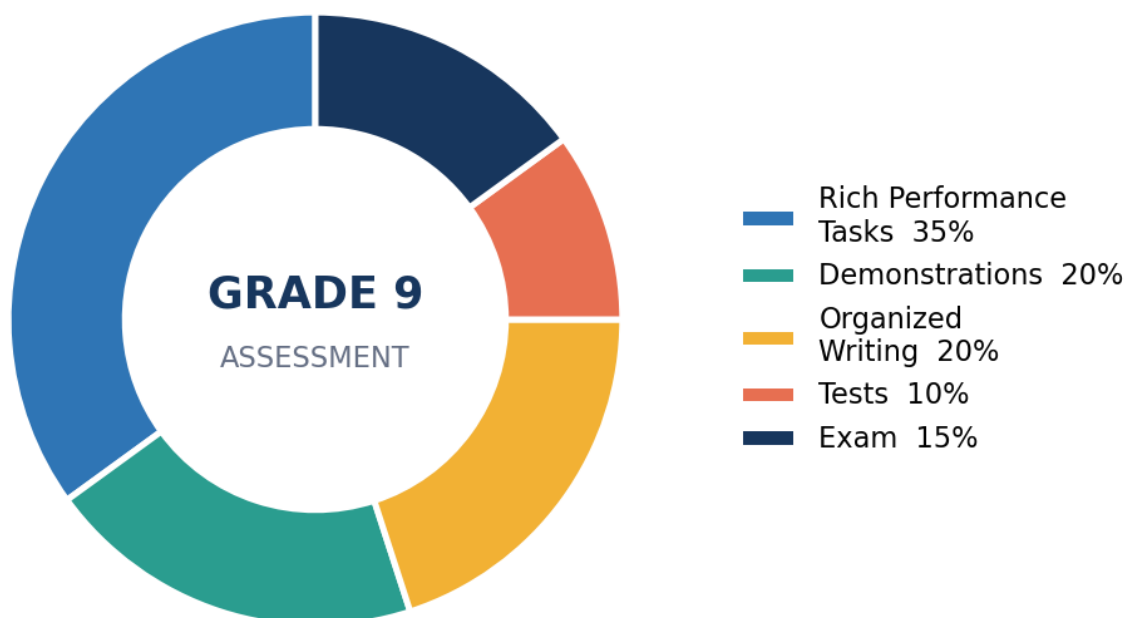
Materials

Binder with loose-leaf paper • pencils, pens, erasers, and white-out • pencil crayons and markers

NOTE Units, texts, and timing may be adjusted by the teacher to support student learning.

Assessment at a glance

Grades reflect demonstrated achievement of course outcomes.



CATEGORY	EXAMPLES
Rich Performance Tasks • 35%	Creative writing, visual representations, presentations, and end-of-unit projects
Demonstrations • 20%	Quizzes, journals, vocabulary, grammar practice, in-class tasks, and oral reading
Organized Writing • 20%	Paragraphs, essays, analysis, comparison, exposition, and other structured writing
Tests • 10%	Unit tests and other summative checks
Exam • 15%	End-of-semester process/course examination

IMPORTANT All summative assessments must be completed to earn the course credit. At least 80% of work used for summative assessment must be completed in the teacher's presence, unless alternative arrangements are approved by the teacher and administration. Late assignments may be marked as only collected, at teacher discretion.

Responsibilities & classroom policies

Clear routines help everyone learn safely, honestly, and successfully.

Assignments, deadlines & absences

- Complete summative assessments by the established due dates and communicate early if support is needed.
- When required evidence remains incomplete after supports and opportunities have been provided, there may be insufficient evidence to demonstrate an outcome. This may result in an incomplete or failing grade under division policy.
- Late work may be recorded as “collected” at the teacher’s discretion.
- Most assessed work will be completed in the teacher’s presence. Approved alternative arrangements may be made when necessary.

FINAL ASSIGNMENT DEADLINE Thursday, January 28, 2027	EXAM WINDOW February 1–5, 2027
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Personal devices

- Phones, personal laptops, smart watches, e-readers, tablets, headphones, and earbuds must be silent and stored in a locker or the classroom’s designated safe area unless the teacher directs their use for learning.
- Personal devices stay in the classroom when a student leaves during class.
- School-issued devices will be the first option for classroom learning. SVSD is not responsible for loss, theft, or damage to personal devices or data.

Responsible use of AI

WHEN AI MAY SUPPORT LEARNING • Evaluate output for bias, clarity, and accuracy. • Document any permitted AI assistance. • Cite idea-generation use and provide the conversation link. • For permitted polishing, cite the use and include the original text.	WHAT AI MAY NOT DO • Replace independent thinking or original work. • Produce work submitted as the student’s own. • Be used without disclosure when an assignment requires documentation. • Circumvent the teacher’s assignment-specific directions.
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ACADEMIC INTEGRITY Plagiarism or unapproved AI-generated work may receive a mark of zero.

Suspected misuse will lead to a meeting with the teacher and/or administration and a plan for next steps.

Students are also expected to follow all SVRSS policies, including those related to attendance, conduct, and school-appropriate dress.

This condensed outline summarizes the original course information and is subject to change at the teacher’s discretion.