

# **English Language Arts 7-9**

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# Acknowledgments

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The following key-stage curriculum outcomes describe what students will be expected to know and be able to do in English language arts by the end of grade 9. It should be noted that students work toward achieving these outcomes during grades 7 and 8, as well as in grade 9.

### *Speaking and Listening*

By the end of grade 9, students will be expected to

**GCO1** - Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

- examine others' ideas in discussion to extend their own understanding
- ask relevant questions calling for elaboration, clarification, or qualification, and respond thoughtfully to such questions
- articulate, advocate, and support points of view, presenting viewpoints in a convincing manner
- listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented

**GCO2** - Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

- participate constructively in conversation, small-group and whole-group discussion, and debate, using a range of strategies that contribute to effective talk
- adapt vocabulary, sentence structure, and rate of speech to the speaking occasion
- give and follow instructions and respond to complex questions and directions of increasing complexity
- evaluate their own and others' use of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features

**GCO3** - Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

- demonstrate active listening and respect for the needs, rights, and feelings of others
- demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others, including differences in culture and language
- demonstrate an awareness of the power of spoken language to influence and manipulate, and to reveal ideas, values, and attitudes
- demonstrate an awareness that spoken language has different conventions in different situations and cultures, and use language appropriate to the situation

### *Reading and Viewing*

By the end of grade 9, students will be expected to

**GCO4** - Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

- select texts that address their learning needs and range of special interests
- read widely and experience a variety of young adult fiction and literature from different provinces and countries
- demonstrate an understanding that information texts are constructed for particular purposes
- use cueing systems and a variety of strategies to construct meaning in reading and viewing increasingly complex print and media texts
- articulate their own processes and strategies for reading and viewing texts of increasing complexity

**GCO5** - Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

- independently access and select specific information to meet personal and learning needs: select from a wide range of sources appropriate to their purposes; use the electronic network; employ strategies to conduct their research
- experiment and rely upon a range of print and non-print sources for accessing and selecting information
- employ various relevant research strategies such as generating questions, drafting an outline, or interviewing peers to determine what questions they would like answered by their research

**GCO6** - Students will be expected to respond personally to a range of texts.

- respond to some of the material they read or view by questioning, connecting, evaluating, and extending, moving beyond initial understanding to more thoughtful interpretations
- express and support points of view about texts and about issues, themes, and situations within texts, citing appropriate evidence
- with increasing confidence and flexibility, find evidence in texts to support personal claims on viewpoints about issues, themes, and situations

**GC07** - Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

- critically evaluate information presented in print and media texts, assessing relevance and reliability of available information to answer their questions
- demonstrate that print and media texts are constructed for particular purposes and particular audiences, describing how specific text and genre characteristics contribute to meaning and effect
- respond critically to texts of increasing complexity: analyse and evaluate a text in terms of its form, structure, and content; recognize how their own ideas and perceptions are framed by what they read and view; demonstrate an awareness that personal values and points of view influence both the creation of text and the reader's/viewer's interpretation and response; explore and reflect on culture and reality as portrayed in media texts; identify the values inherent in a text

### *Writing and Representing*

**GC08** - Students will be expected to use writing and representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

By the end of grade 9, students will be expected to

- use a range of strategies in writing and representing to: extend ideas and experiences; explore and reflect on their feelings, values, and attitudes; consider others' perspectives; reflect on problems and responses to problems; describe and evaluate their learning processes and strategies; reflect on their growth as language learners and language users
- identify and reflect on strategies that are effective in helping them to learn and to describe their personal growth as language learners and language users
- use note-making to reconstruct knowledge and select effective strategies appropriate to the task
- make informed choices of language to create a range of interesting effects in imaginative writing and representing

**GCO9** - Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

- demonstrate facility in using a variety of forms of writing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama) to achieve their purposes
- consider and choose writing forms that match both the writing purpose (to define, report, persuade, compare) and the reader for whom the text is intended (understand why language choice, organization, and voice used in an essay differ from those used in a media advertisement)
- understand that ideas can be represented in more than one way and used with other forms of representing (speeches, demonstrations, plays)
- demonstrate an awareness of the effect of context on writing and representing, making appropriate choices of form, style, and content for specific audiences and purposes
- analyse and assess responses to their writing and media productions

**GCO10** - Students will be expected to use a range of strategies to develop effective writing and representing, and to enhance their clarity, precision, and effectiveness.

- demonstrate an awareness of which prewriting, drafting, revising, editing, proofreading, and presentation strategies are successful with various writing and representations
- consistently use the conventions of written language in final products
- experiment with the use of technology in communicating for a range of purposes with a variety of audiences
- demonstrate a commitment to crafting pieces of writing and representations
- integrate information from several sources to construct and communicate meaning