

# DRAFT AUGUST 2025

## Course Name

English Language Arts

## Grade Level

Grade 9

## Course Code

0001

## Course Credit

1.0

## Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.



Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

## Course Overview

In Grade 9, learners further refine their mastery of language as they engage in sophisticated analysis, thoughtful communication, and independent research across all areas of English Language Arts. They actively participate in rigorous academic discussions and debates, using logical reasoning, persuasive techniques, and precise language to articulate and defend complex ideas. Learners deepen their understanding of rhetoric, bias, and voice, critically examining how language choices, tone, and structure, influence communication.

Grade 9 learners explore a broad and challenging array of literary and informational works that address global, cultural, historical, and contemporary issues. They analyze texts for themes, authorial intent, social commentary, and the ways narratives position readers. Learners make interdisciplinary connections and develop a sophisticated awareness of identity, perspective, and cultural contexts. As independent researchers, they formulate nuanced questions, evaluate source credibility, synthesize diverse information, and construct well-supported arguments or narratives.

As text creators, Grade 9 learners produce clear, cohesive, and compelling texts across various genres—including analytical essays, persuasive writing, creative works, and research reports. They demonstrate skillful use of advanced grammar, vocabulary, and stylistic elements tailored to their audience and purpose. Through a deliberate and iterative creative process, learners plan, draft, revise, and edit with attention to detail, coherence, and impact. They use visuals and multimedia to present their text to a variety of audiences. By the end of Grade 9, learners are equipped to tackle complex texts and assignments with confidence, clarity, and critical insight as they continue their education.

## Global Competencies in English Language Arts

### Critical Thinking

**Critical thinking in English language arts** involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.
- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points on view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

## Creativity

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**Creativity in English language arts** involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.
- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.

- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

## Citizenship

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**Citizenship in English language arts** involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.
- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

## Connection to Self

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**Connection to self in English language arts** involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being..

When connection to self as a competency is applied in English language arts, learners:

- recognize personal strengths, gifts and challenges to develop language and literacies for learning and well-being in all areas of their lives.
- explore their own voice and understand factors that shape and transform their identities.

- recognize and express their feelings and emotions and use appropriate language strategies to support self-regulation and well-being.
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.
- adapt and change their language and literacy practices in new and varied contexts and communities.
- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being.

## Collaboration

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**Collaboration in English language arts** involves learning with and from others and working together with a shared commitment to a common goal.

When collaboration as a competency is applied in English language arts, learners:

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts.
- add to, stretch, and redirect their thinking to deepen and build on others' ideas.
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken.
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
- work through differences in constructive ways and can compromise, change perspective or resist points of view and opinions.
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice.
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal.

## Communication

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**Communication in English language arts** involves interacting with others and allowing for a message to be received, expressed and understood in multiple ways and for a variety of purposes.

When collaboration as a competency is applied in English language arts, learners:

- recognize, apply and adjust rules and conventions in text to express ideas and emotions.
- consider audience, purpose and context when making decisions about using and combining different modes and forms to communicate ideas.
- understand how their words and actions shape their identity and impact how they tell their own and others' stories.
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts.
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts.
- recognize that diverse perspectives, experiences, and ideas can impact and influence understanding and how we respond to texts.
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages.
- make connections to how the English language works and use language in discerning and purposeful ways to build relationships both in person and in digital contexts.
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities.

## Enduring Understandings

Enduring understandings are the essential big ideas, residing at the heart of all disciplines. They are the principles educators interpret and use to guide planning for the implementation of the English language arts curriculum.

### Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

### Language and literacies are context dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language, and literacies will change based on context?*

**Language and literacy learning is complex, continuous, and recursive.**

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

**Language and literacies develop differently for each individual.**

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/known language and literacies in my classroom?*

**Language and literacy learning and use are social.**

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text/creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

**Language and literacy demands are evolving.**

Today's learners require the capacity and capability to navigate multiple uses of language, multiliteracies and multimodal texts (print, digital, physical, aural/oral, gestural, spatial and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

**Language and literacy experiences inform and influence our developing sense of self.**

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts are essential for all to live Mino-Pimatisiwin (the Good Life). English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

**Language and literacies are enacted through inextricably connected practices.**

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

## Learning Outcomes

### Strand A: Explore and Discover Language and Literacy

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#### **GENERAL LEARNING OUTCOME**

##### **ELA.9.A1 Oral Language Communication**

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

#### **Listening (Receptive)**

**ELA.9.A1.1** Listen critically to understand, analyze and identify different perspectives / themes from oral information and ideas; build on ideas heard to confirm own opinion.

**ELA.9.A1.2** Understand and adapt use of supportive non-verbal cues and inclusive social conventions when listening to and receiving the contributions of others; listen attentively, appreciating multiple perspectives from diverse audiences.

#### **Interacting**

**ELA.9.A1.3** Analyze language use and adjust interactions to foster inclusivity across contexts; ensure all voices, perspectives are received, respected and valued across contexts, backgrounds and cultures.

**ELA.9.A1.4** Ask multifaceted questions and seek/provide clarification and explanation to further explore and critique ideas, concepts, problems, solutions; clarify, verify or challenge ideas and conclusions.

#### **Speaking (Expressive)**

**ELA.9.A1.5** Use the rules and structures of oral language (e.g., syntax, verb tense, word choice, grammar) and expanded vocabulary to build and deliver messages that



are coherent, clear and appropriate according to formal/informal contexts, purposes and audiences; self monitor language for effective communication.

- ELA.9.A1.6** Use language appropriate to different situations, audiences, and purposes (e.g., interviews); recognize how speaking techniques change according to different situations (e.g., questioning, persuasive talk); demonstrate self-monitoring of language and tone, etc., and adjust accordingly.

### **GENERAL LEARNING OUTCOME**

#### **ELA.9.A2 Language as the Foundation for Reading and Writing**

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

### **Phonological/Phonemic Awareness**

Consolidation, application and mastery is typically achieved by this grade.

### **Alphabetic Knowledge**

Consolidation, application and mastery is typically achieved by this grade.

### **Phonics**

Consolidation, application and mastery is typically achieved by this grade.

### **Word Study (Morphology)**

- ELA.9.A2.4** Analyze and apply word structure knowledge of (morphology) quickly and accurately to understand and spell unfamiliar, topic/content specific and technical words (e.g., respond, response, responsible, responsibility).

### **Vocabulary**

- ELA.9.A2.5** Acquire, clarify and use a variety of vocabulary in different contexts, including figures of speech (e.g., similes); identify the subtle difference/associations in the meaning of words with similar definitions (e.g., honesty, truthfulness, sincerity, integrity); use different sources to find word pronunciations and/or clarify precise meanings/parts of speech.

### **Reading Fluency**

- ELA.9.A2.6** Apply a range of fluency skills and strategies (e.g., accuracy, expression (prosody), appropriate rate) to comprehend complex text.

## Strand B: Comprehend and Respond to Multimodal Texts

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### GENERAL LEARNING OUTCOME

#### ELA.9.B1 Acquire New Information

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

#### Activate Prior Knowledge and Inquire

**ELA.9.B1.1** Identify and explain prior knowledge and recognize patterns across topics/content areas from various sources; assess the relevance and value of prior knowledge in supporting new understanding.

**ELA.9.B1.2** Create focused, open-ended questions to challenge misconceptions and explore multiple perspectives in reading, listening and viewing information in an individual or group inquiry.

#### Engage with a Variety of Texts (Read, View, Listen)

**ELA.9.B1.3** Engage with a variety of multimodal texts across genres, interests and complexities through interactive components (e.g., quizzes, simulations, multimedia presentations) to reinforce background knowledge of concepts and encourage critical thinking of texts.

#### Review Information

**ELA.9.B1.4** Analyze information from a variety of multimodal texts, considering the source, intended audience, inferred meaning and implicit bias; cite evidence from multiple texts/sources that support analysis, as well as inferences.

### GENERAL LEARNING OUTCOME

#### ELA.9.B2 Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

#### Identify Text Cues

**ELA.9.B2.1** Analyze various text cues (e.g., genres, features, patterns) across a range of multimodal texts; explain how effectively they support the intended purpose for diverse audiences.

**ELA.9.B2.2** Use textual cues and prominent organizational patterns of a range of multimodal texts to construct/confirm meaning and interpret texts.

### **Make Predictions**

**ELA.9.B2.3** Make predictions using background knowledge and text information; confirm / refute / modify predictions by using a range of text evidence before, during and after reading.

### **Make Connections**

**ELA.9.B2.4** Explain connections between personal experiences, a range of multimodal texts and knowledge of world (e.g., history, events, issues) to enhance understanding of texts.

### **Monitor Understanding - Check and Adjust**

**ELA.9.B2.5** Select and integrate multiple strategies (e.g., rereading, asking clarifying questions, inferencing, conferring with others, paraphrasing, consulting references, annotating); apply strategies flexibly to monitor and confirm understanding.

### **Monitor Understanding – Summarize**

**ELA.9.B2.6** Summarize ideas/concepts/themes from more complex texts; condense larger sections of text/ideas by grouping related ideas together; distinguish between key ideas and less important information, maintaining integrity to author's message.

### **Consolidate New Knowledge**

**ELA.9.B2.7** Examine and communicate new ideas using discipline specific vocabulary; explain how both personal and external perspectives (e.g., historical, cultural, and societal) affect and shape interpretations of texts; apply new knowledge across subjects through a range of strategies; reflect on new insights and understandings.

## **GENERAL LEARNING OUTCOME**

### **ELA.9.B3 Think Critically about Multimodal Text and Respond**

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

### **Analyze Text**

**ELA.9.B3.1** Analyze how texts reflect or challenge societal norms around diversity and equity; use direct and inferred evidence to support claims about representation

and bias (e.g., *How does the author use language or structure to highlight issues of equity? How does this compare to other texts?*).

### **Recognize Facts, Bias and Viewpoints**

**ELA.9.B3.2** Differentiate between facts, opinions, and bias in various texts; analyze how bias can be embedded in word choice, tone, imagery; evaluate how well evidence supports findings and whether the evidence presented is reliable and balanced.

**ELA.9.B3.3** Examine text creator's purpose in selecting a particular point of view; investigate how point of view influences meaning, tone, bias, theme, etc.; compare multiple viewpoints within/across text(s); judge the quality of viewpoints by examining the credibility of sources, facts and research.

### **Respond to Text**

**ELA.9.B3.4** Compare personal reactions with others (different audiences) and societal perspectives; explain how prejudice and bias shape meaning and affect understanding of text, purpose or credibility; recognize bias can be subtle (e.g., omission, tone, selective evidence).

## **Strand C: Compose and Create Multimodal Texts**

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### **GENERAL LEARNING OUTCOME**

#### **ELA.9.C1 Generate Ideas, Create Plan and Draft/Prototype**

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

### **Generate Ideas**

**ELA.9.C1.1** Select topic based on ideas generated from experiences, current events, literature, and cross-curricular knowledge; focus topic based on purpose, format and audience.

### **Research Sources**

**ELA.9.C1.2** Select and review information from multiple sources (e.g., different authors, experts, audio, digital online sources); compare sources to assess reliability, look for bias and examine different points of view.

### **Create Plan**

**ELA.9.C1.3** Use strategies and planning tools specific to genre and purpose (e.g., mind maps, outlines, research organizers, interview notes); collect and record information; outline steps-research, design, create text/prototype, share and reflect on plan.

### **Choose Form**

**ELA.9.C1.4** Choose form more purposely, understand the conventions of the form (e.g., editorials, memoirs, feature articles, documentaries) for a specific message, audience and purpose (e.g., feature article exploring a current event for a school magazine or persuasive speech/presentation vs. written essay for impact).

### **Create Draft/Prototype**

**ELA.9.C1.5** Create more complex multimodal texts (e.g., videos, interactive timelines, digital essays); use varied thinking strategies/maps (e.g., flowchart, storyboards) to draft ideas effectively and creatively connecting purpose to format; choose appropriate digital tools based on purpose/audience (e.g., choose video vs email for certain audiences).

## **GENERAL LEARNING OUTCOME**

### **ELA.9.C2 Enhance the Clarity and Artistry of Multimodal Texts**

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

### **Organize Ideas**

**ELA.9.C2.1** Select and use appropriate organizational structures and transitions (e.g., problem/solution, flashbacks) to achieve a specific purpose for an audience and to communicate clearly.

### **Sentence Structure**

**ELA.9.C2.2** Reread and use more complex sentences; expand, combine or reduce sentences for meaning, interest and style; choose vocabulary purposely to enhance sentence nuance and flow; use more advanced transitions to connect ideas, phrases and sentences; apply grammatical correctness to communicate meaning for others.

### **Word Choice**

**ELA.9.C2.3** Use clear, effective, discipline specific words for different purposes, genres, forms and audiences to convey and enhance meaning.

### **Voice/Style**

**ELA.9.C2.4** Demonstrate greater control over voice for different purposes in text (e.g., informal/formal writing); express ideas with more clarity, confidence and emotion; adjust voice depending on form, genre and audience.

**Revision**

- ELA.9.C2.5** Apply understanding of how text organization and clarity of structure affect text meaning; identify the logical progression of ideas/ details; revise for word choice, and tone; revisit the use of transitional words/phrases; revise for sentence errors (e.g., fragments, run-ons, grammar); apply rubrics/criteria and peer feedback to review; reflect on revisions made to improve text clarity.

**GENERAL LEARNING OUTCOME****ELA.9.C3 Edit and Publish**

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

**Legibility and Word Processing**

- ELA.9.C3.1** Write legibly and neatly; digital documentation and presentation is a greater focus; integrate word processing skills into the text creation process; use formatting tools intentionally (e.g., use of headers, bullets, paragraph alignment) to support meaning, improve readability and ensure text clarity for reader.

**Spelling**

- ELA.9.C3.2** Analyze words and apply knowledge of a range of strategies and rules; understand derivatives [relationship between a word and its base] (e.g., help – helper-helpful-unhelpful-helpless), bases (e.g., happy – happiness) and affixes [word parts added to a base to change its meaning or function] (e.g., happiness-unhappiness) to confirm conventional spelling; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.

**Punctuation and Capitalization**

- ELA.9.C3.3** Apply capitalization rules more consistently and with greater attention to context; differentiate between common and proper nouns; use capitalization in complex dialogue, quoted speech, specific historical events, institutions, and brand names, in subtitles and secondary titles (e.g., *The Hobbit: There and Back Again*).
- ELA.9.C3.4** Apply punctuation correctly (e.g., apostrophes for both singular and plural possessives; quotation marks for nested dialogue, commas after introductory phrases and to set off clauses, colons and semi-colons); use punctuation for effect and clarity to communicate meaning clearly for others.

**Publish Final Text**

- ELA.9.C3.5** Create final copy of more complex multimodal texts (e.g., podcasts, blogs, short documentaries); effectively integrate multiple modes for a specific purpose and audience (e.g., persuasive podcast combining script, background music, and interviews to address a social issue).

## Strand D: Communicate Ideas and Build New Understandings

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### GENERAL LEARNING OUTCOME

#### ELA.9.D1 Share Ideas and Information

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

#### Express Ideas and Engage Audience

**ELA.9.D1.1** Use tone, volume, and expression based on audience and purpose (e.g., to persuade, inform, entertain); reflect on effectiveness of tone and adjust accordingly to effectively communicate ideas.

**ELA.9.D1.2** Combine visuals and media to create polished, purposeful messages; align design choices to specific audiences, genres, and platforms.

**ELA.9.D1.3** Support ideas with evidence or examples and acknowledges audience needs (e.g., reasons for opinions/point of view); move smoothly and logically from one point to another to keep audience engaged.

### GENERAL LEARNING OUTCOME

#### ELA.9.D2 Assess and Set Goals

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

#### Self-Assess

**ELA.9.D2.1** Reflect and compare with increasing independence, effective strategies used as a listener, speaker, reader, writer, viewer and representer by asking self questions, "How does my work compare to the assignment criteria?"

**ELA.9.D2.2** Contribute to the development of class/course criteria; use tools (e.g., exit tickets/reflection slips, self-quizzes, portfolios) to assess own understanding / learning.

#### Receive and Reflect on Feedback

**ELA.9.D2.3** Receive descriptive feedback from others; reflect on how to refine strategies for listening, speaking, reading, viewing, writing or representing.

**Set Goals and Monitor Progress**

**ELA.9.D2.4** Reflect on and set specific learning goals to continue to develop as a listener, speaker, reader, writer, viewer, representer; plan steps to achieve goal(s).

**ELA.9.D2.5** Monitor progress by collecting evidence of learning; track growth towards goal achievement.