



**Grade 7 English Language Arts
SYLLABUS
2019 – 2020 School Year**



Mrs. Roberts/Mrs. Foley/Mr. Davis

Course Description:

English Language Arts is designed to develop students’ knowledge and strategies in speaking and listening (speeches, role-play, debates), reading and viewing (novels, stories, blogs, texts, e-mails, plays and video), writing and representing (essays, letters, stories, dance, art work, collage or video production). English Language Arts must be taught in an integrated manner so that the interrelationships between and among the language processes will be understood and applied by the students. The integrated approach should be based on students’ prior experience with language and on meaningful activities involving speaking, listening, reading, viewing, writing and other ways of representing meaning. Experiences with literature are, in addition to developing their knowledge and strategies, designed to enhance students’ awareness of the richness of life, expand their imagination, exercise their intellects, and mature their emotions.

The curriculum provides for a balance of transactional, expressive and poetic writing. The conventions of language are taught in the contexts of students’ own writing and speaking. Students are expected to maintain a writing file (their portfolio) of their work for assessment and reference purposes. The variety of resources for reading and viewing are intended to evoke personal responses, promote discussion and analysis of values and ideas, and consolidate their understanding of language, form and genre. A variety of interaction patterns (partnership, small groups and whole class) should be used.

The curriculum guide is available to view at:

http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/grade7_9/ELA7_curr_guide_2016.pdf

Department Approved Resources :

<ul style="list-style-type: none"> ➤ Nelson Literacy 7 ➤ Nelson Literacy Magazines ➤ Homegrown 7 ➤ Various teacher handouts 	<ul style="list-style-type: none"> ➤ Teacher-supported novels chosen from (The Wizard of Oz, Charlie Wilcox, Summer of the Swans, Among the Hidden, Catch me Once Catch me Twice) ➤ Other novels for independent or group reading (Approximately 3-5)
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Evaluation Scheme:

Speaking	15%	Listening	15%
Reading	20%	Viewing	20%
Writing	15%	Representing	15%



Notes:

- 1. The above marking scheme may be altered under extenuating circumstances (long term illness, bereavement, etc.) or if a student shows significant improvement through course examinations.**
- 2. Students will be given at least five school days notice before any test or major project is due.**

Suggested Class Materials:

- 1. Dictionary/Thesaurus*
- 2. 2-inch Ring Binder or Folder*
- 3. Loose Leaf and Exercise Books*
- 4. Coloring Leads/Markers*
- 5. Scissors*
- 6. Glue*
- 7. Pencils/Erasers*
- 8. Pens*

Suggested Course Content:

CATEGORY	ACTIVITY	NUMBER(S) SUGGESTED
Writing & Representing	(A) Multi-paragraph writing	3
	(B) Poetry	3
	(C) Visual/informational text	1
	(D) Multimedia	1
	(E) Creative expression	1
	(F) Demand writing (choose from A to E)	6
Reading & Viewing	(G) Poetry	15
	(H) Drama	2
	(I) Short prose	10 fiction + 8 non-fiction
	(J) Multimedia	5
	(K) Student-selected longer prose (novel)	5
	(L) Teacher-supported longer prose	3
Speaking & Listening	(M) Informal Speaking (Group discussion, improvisation, role play, or read aloud)	6
	(N) Formal Speaking (Interview, debate, speech, slideshow, book talk, dramatic presentation)	2
	(O) Formal Listening (music, read aloud, speech, debate)	2

Outline 2019-2020

Unit One	<ul style="list-style-type: none"> ➤ <i>Introductory Activities/Interest Surveys</i> ➤ <i>Autobiography Assignment: 3 Parts- Essay, Poem and Presentation</i> ➤ <i>Teacher Led Novel Study: Novel will be read and analyzed in class using a variety of individual, small group and whole class activities. (Wizard of Oz/Among the Hidden)</i> ➤ <i>End of unit project offering a number of choices for students.</i> 	<p style="text-align: center;">September-November</p> <p style="text-align: center;">Autobiography</p> <p style="text-align: center;">Novel Unit Portfolio</p>
Unit Two	<ul style="list-style-type: none"> ➤ <i>Nelson Literacy 7 “Fears and Phobias”</i> ➤ <i>Students will examine a variety of texts sharing a common theme.</i> ➤ <i>Selection from Nelson “Homegrown”</i> ➤ <i>Significant emphasis will be placed on Short Stories, answering constructed response questions using RACE method and making connections with texts.</i> ➤ <i>Short Story Common Assessment</i> ➤ <i>Independent Novel Study Assignment # 1</i> ➤ <i>Demand Writing</i> 	<p style="text-align: center;">October-November</p> <p style="text-align: center;">Short Story Assessment October 23</p> <p style="text-align: center;">Independent Reading Assignment November 12</p> <p style="text-align: center;">Demand Writing October 30</p>
Unit Three	<ul style="list-style-type: none"> ➤ <i>Nelson Literacy 7 “Step Up”</i> ➤ <i>Students will examine a variety of texts sharing a common theme.</i> ➤ <i>Significant emphasis placed on poetry</i> ➤ <i>Selection from Nelson “Homegrown”</i> ➤ <i>Remembrance Day selections and activities</i> ➤ <i>Teacher Led Novel Study 2</i> 	<p style="text-align: center;">November-December</p> <p style="text-align: center;">Remembrance Day Activities November 7</p>
Unit Four	<ul style="list-style-type: none"> ➤ <i>Holiday Selections including poetry, film and short story</i> ➤ <i>Interview, poems and literature circle activities</i> 	<p style="text-align: center;">December</p> <p style="text-align: center;">Interview December 12</p>
Unit Five	<ul style="list-style-type: none"> ➤ <i>Nelson Literacy 7 “Mysteries”</i> ➤ <i>Turning Points Unit</i> ➤ <i>Students will examine a variety of texts sharing a common theme.</i> ➤ <i>Focus on constructed response and personal writing.</i> 	<p style="text-align: center;">January</p> <p style="text-align: center;">Turning Points Essay January 31</p>
Unit Six	<ul style="list-style-type: none"> ➤ <i>Nelson Literacy 7 “Making an Impression”</i> ➤ <i>Students will examine a variety of texts sharing a common theme.</i> ➤ <i>Selection from Nelson “Homegrown”</i> ➤ <i>Significant emphasis will be placed on the info. Text and various features of text.</i> 	<p style="text-align: center;">February</p> <p style="text-align: center;">Independent Reading Assignment 2 February 13</p> <p style="text-align: center;">Multimedia Project</p>

	<ul style="list-style-type: none"> ➤ Students will complete a multimedia project ➤ Informational Common Assessment 	<p>February 21 Informational Assessment February 26</p>
Unit Seven	<ul style="list-style-type: none"> ➤ <i>Nelson Literacy 7 “Send a Message”</i> ➤ Students will examine a variety of texts sharing a common theme. ➤ Students will study the elements of effective public speaking and write their own speech to deliver to the class 	<p>March</p> <p>Formal Speech March 23</p>
Unit Eight	<ul style="list-style-type: none"> ➤ <i>Teacher Led Novel #3</i> ➤ <i>Novel will be read and analyzed in class using a variety of individual, small group and whole class activities.</i> ➤ <i>End of unit project offering a number of choices for students.</i> ➤ <i>Independent Reading Assignment 3</i> 	<p>April/May</p> <p>Independent Reading Assignment April 30</p> <p>Novel Assignment May 19</p>
Unit Nine	<ul style="list-style-type: none"> ➤ <i>Nelson Literacy 7 “Tech Effects”</i> ➤ Students will examine a variety of texts sharing a common theme. ➤ Specific emphasis will be placed on poetry throughout this unit ➤ Selection from <i>Nelson “Homegrown”</i> 	<p>May/June</p> <p>Poetry Portfolio June 10</p>

****The dates in this outline are tentative only, and may change slightly depending on individual teachers as well as extenuating circumstances (i.e. Storm closures, etc.)***