Grade 7 English Language Arts

Digby Regional High School

2016 - 2017

Course intent:

* “The English Language Arts curriculum engages students in a range of experiences and interactions with a variety of texts designed to help them develop increasing control over language processes, use and respond to language effectively and purposefully, and understand why language and literacy are so central to their lives.”
  + *(from Atlantic Canada English Language Arts Curriculum: Grades 7-9, 1998 p.5)*

Over the course of the year, students will examine multiple units of study through reading and writing workshops and assignments. Below is a list and description of some of the units we will be covering:

* **Reader Workshops**: students will be given instructions on reading strategies that will help them in their independent reading. They will be given opportunities to read a variety of materials in class and respond to them in many formats. Students will present “book chats” to the class on some literature and share their thinking.
  + **Independent Reading** is a large part of this section. Students will read 15 to 20 minutes per day and are expected and encouraged to read at home!
* **Writer Workshops**: Students will be given instructions on writing strategies and traits of good writing. They will explore a variety of different writing styles and produce a number of pieces, including a short story, a persuasive essay, etc. Students will present their work for feedback.
* **Literature Circle**: Students will complete a novel study as a group. Each member of the group will read the same novel and come to class prepared for discussion and activities based on their reading.
* **Drama/Reader Theatre**: Students will review public speaking and performance techniques. They will be given or will write scripts to perform.

ELA has a large focus on making connections, such as text-to-text, text-to-self, and text-to-world. We will be working on these connections all year.

Some units of study we will be covering as a class: conventions (grammar), Mi’kmaq legends, article analysis, short stories, media, poetry, letters, and many others which will be specified.

Assessment:

Assessment is both formative and summative. Assessment will take place in each of the three strands of the ELA curriculum: speaking/listening, reading/viewing, and writing/other ways of representation. Tools include homework, class participation, assignments, projects, writing tasks, journals, tests, observations, self and peer assessments, rubrics and checklists.

Before each project or assignment, I will handout a rubric. They provide specific and detailed criteria and expectations for the assignment and why/how you received your mark.

Absences:

The student is responsible for their learning. If a student is absent, they must make contact with the teacher to catch up on what they have missed. In cases of work not passed in, the student must make an effort to finish it on their time, or class time will be determined, if necessary.

Materials:

Binder, Pencil/Pen, Paper, Duo-Tang (Journal)

I am always available for extra help during lunch, recess and after school, just make sure to ask! However, you are responsible for your work and your work ethic! Come prepared with a positive attitude!

Contact:

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