



English Language Arts

Course Code: 0001

Grade 7/8

Mrs. Amanda Asham

Course Description

The study of English Language Arts enables each student to understand and appreciate language, and to use it to confidently and competently in a variety of situations for communications, personal satisfaction and learning. In English Language Arts, a student will be exposed to a variety of language and communication forms. These forms include novels, oral communication, short stories, drama, poetry, articles, technical writing, and the media. This course will stress reading, writing, speaking, listening, viewing, and thinking skills.

English Language Arts Goals

The goals of the English language arts curriculum are to give students opportunities to:

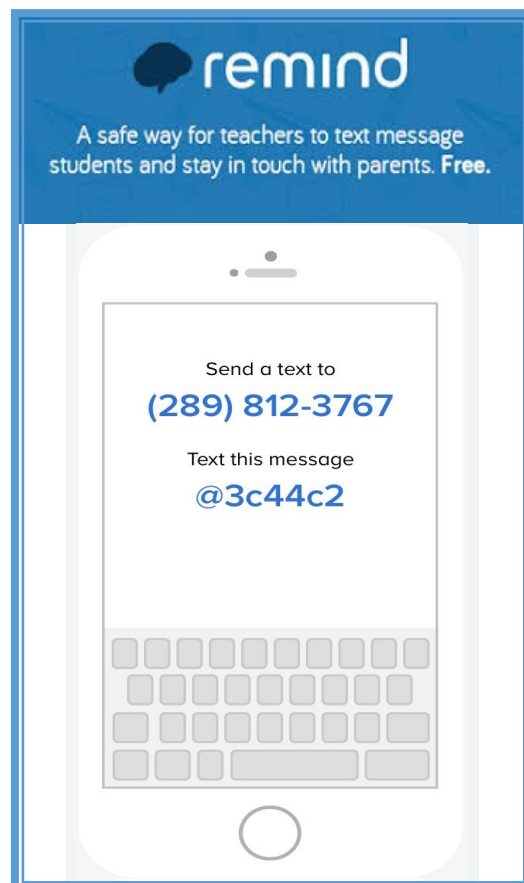
- ✓ practice within the field of English language arts as full participants
- ✓ develop flexible and versatile ways of thinking and using language to meet personal, social, and academic needs
- ✓ build a sense of self, identity, community, and the world
- ✓ sustain a lifelong sense of curiosity, a passion for learning, and an appreciation of the power and beauty of literature, language, and multiple forms of text

Course Materials

Students will need basic materials such as a binder, lined paper, pens and pencils.

Class Resources:

- “Language Power Now” workbook,
- Fountas and Pinnell writing continuum,
- Fountas and Pinnell Benchmark Reading Assessment
- Other supplementary resources.



Course components

- Reading and Writing Units (according to year plan)
- “Language Power Now” (word work)
- Silent reading (building stamina)
- Journal Writing
- Editing and Revising practice

ELA Year at a Glance

| Units | Reading and Writing Skills Focus |
|--------------------------------------|--|
| September – intro to writing | hamburger writing explore various forms of writing Writing Process Intro to Thesis statements |
| Formal Letter | Formal vs informal wording Thesis statements |
| Persuasive text/Opinion Piece | Hook sentences Rhetoric Ethos, Pathos, Logos (ethical, emotional, logical) |
| Narrative/Descriptive text – Fiction | Imagery/visualization Characters, setting, plot/climax/problem, Character analysis Context clues Word choice Dialogue Transitions |
| Memoir, Biography | Textual evidence Transitions Continued practice: Thesis statements |
| Poetry | Figurative language: (Similie, Metaphor, Personification, Idioms, Hyperbole, Onomatopoeia, Alliteration, Oxymoron) Literary Analysis Tone and mood Allusion |
| Informative/Expository text | Citing/annotation continued practice: Textual evidence, Transitions, Thesis statements |
| June - Hybrid text | Using reading and writing skills from multiple genres to create a text. |
| Throughout the course: Test Writing | Audience Understanding criteria Reflection Defending a claim/evidence Points of view/analysis |
| Other options: speech, myth, fable | |

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

Assessment

Student Evaluation/Reporting

Students will be given an overall percentage as well as a 1-4 ordinal scale for the following areas: Comprehension (Reading, and Listening and viewing), Communication (Writing, and Speaking and representing), and Critical thinking. Students will also be assessed on the following learning behaviours: personal management skills, active participation in learning, and social responsibility.

Monthly **progress reports** will be sent home with the student.

Parent Portal is available for parents to check marks and outstanding assignments. Please call the school office for more

Forms of Assessment

Formative Assessments: Fountas and Pinnell Benchmark Reading Assessments, daily assignments

Summative Assessments: Final Projects and Assignments (rubrics will be provided where necessary)

Breakdown of Marks

Coursework (Assignments and Projects): 100%

Guidelines

Homework Policy

Homework will only be assigned if/when:

- Students are not able to complete their assignments during class.
- Students are absent.

Incomplete/Late work and Zeros

Following the deadline of any assignment, the student's mark will be recorded as a zero. Upon completion of the assignment, it will be graded and recorded. At reporting periods, a final deadline will be given for the evaluations to take effect on the report card for that reporting period.

Extra Help

If students need extra help, your teachers are available at lunch hour. Appointments can also be made for the morning or after-school. Students have the option to re-do assignments with teacher permission.

Plagiarism

"students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated..." (*Provincial Assessment Policy, K-12*)

"Academic dishonesty could result in one or all of the following: contacting the parents, documentation of the incident in the student's file, report this behavior on the report card, enforce loss of privileges for the student, disciplinary measures, redo the work and deduct marks for academic dishonesty.... If a student is found to be engaging in academic dishonesty, the principal will follow the school and division policy which may result in further consequences as deemed appropriate by the principal." (*TRSD Instructional policy manual*)

Classroom Expectations

- Attendance and Absence
 - ⇒ Students are expected to attend class regularly.
 - ⇒ Students who arrive in class 5 minutes after the bell or later will be marked as LATE.
 - ⇒ Students who arrive with 15 minutes or less left in class will be marked as absent
 - ⇒ Students who are absent for class are responsible for gathering missed work and asking questions.
- All members of the classroom community are expected to be polite and respectful to all staff, students, and property in the classroom.
- Use of Personal Devices
 - ⇒ Devices and accessories must be turned off and put out of sight during teacher instruction.
 - ⇒ Students may listen to music during independent work time, with teacher permission. If there is any other reason that a student must use their device, permission must always be given prior to its use. Parents/guardians are welcome to contact the office as needed.
 - ⇒ If students cannot comply with the technology expectations, their device will be placed in a safe location until the end of class.
 - ⇒ If necessary, the student will be asked to leave their device in their locker.

Contact Information:

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