

F.R. Haythorne Junior High: English Language Arts 7 Course Outline

Teacher: Mrs. Solez

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Once at the school website, go to the “**Contact**” section and select “Mrs. Solez” from the drop-down box for information on how to contact me at the school. I can be contacted by phone or e-mail.

Assignment information and upcoming assessment dates will be regularly posted on our Google Classroom.

All daily homework is expected to be completed before the next class.

English Language Arts (ELA) is a required course for all students. It encompasses six strands of language arts: reading, writing, listening, speaking, representing, and viewing. This course stresses narrative and functional writing techniques.

The **Key Learning Outcomes** (KLOs) below represent crucial knowledge; skills and attitudes students are expected to show with increasing proficiency from grades 7-9.

- Experiments with language and forms.
- Examines and extends understanding of experiences, ideas, information, and prior knowledge.
- Uses textual clues and comprehension strategies with a variety of texts, including reference tools, to develop reading effectiveness.
- Comprehends and enhances understanding by identifying main ideas and supporting details from texts.
- Explains how elements and techniques used in various texts impact communication and artistry.
- Explains how imagery and figurative language convey meaning.
- Creates a variety of texts.
- Structures texts for purpose and consistency.
- Plans and conducts research evaluating sources for currency, reliability and bias.
- Selects and organizes information from a variety of sources and perspectives.
- Revises and edits own texts to enhance organization, meaning, and artistry.
- Revises and edits own texts for language choices and correctness of conventions: grammar, usage, spelling, capitalization, and punctuation.
- Presents and shares ideas and information using oral and visual communication.
- Demonstrates respect for diversity through language choices and interpretation of oral, print and other media texts.
- * Works collaboratively in a group.
- * Sets personal language arts goals using appropriate terminology to discuss developing abilities.
- * Appraises own and others' work.

* = These Key Learning Outcomes are not reported using percentage grades. Teachers may use written comments, discussion or some other means to communicate to students and their parents regarding achievement of these Key Learning Outcomes.

Assessment:

Rationale: The Elk Island School Board outlines that report card marks are determined by evaluating what a student has learned, which is also known as **summative assessment (assessment of learning)**. Students' achievement is determined across a range of learning outcomes and is determined independently of the achievement of other students.

*Elk Island Public schools has an assessment policy which allows students (as per teacher discretion) to re-do or rewrite some assessments, in order for the student to demonstrate their best learning. Some assessments, such as midterm or final exams are exempt from this. Please refer to the document titled *Guide to Reporting Student Achievement (GRSA)* on the F.R. Haythorne website (<http://frhaythorne.ca/>), which outlines key information and policies regarding assessment, rewrites and grading.

English Language Arts 7

Course Description

I can use different text forms to help me express my ideas. Grade 7 students extend their understanding by finding different ways to express ideas, such as through magazine ads or brochures. They analyze how storylines progress, considering settings and characters, and make notes using headings, subheadings or symbols. For more information about English Language Arts 7, refer to the [program of studies](#).

Category	Category Description	Weighting With Cumulative Assessment
Interpreting Texts	Students comprehend and respond personally and critically to oral, print and other media texts. Through inquiry and research students manage ideas and information distinguishing fact from opinion and creating meaning	45%
Creating Texts	Students create a variety of original texts to enhance the clarity and artistry of their communication. Students also represent texts from one form into another	45%
Cumulative assessment		10%

Summative Assignments:

Students will be provided with time in class to complete all summative assessments. If a student has not handed in an assignment on time, the student will be scheduled to make up the missed work at lunch or after school, and parents will be contacted. If three school days pass after parents have been contacted and the assignment is still outstanding, students will then receive an Incomplete/Missing for that assignment on PowerSchool. To replace an incomplete or missing mark, **the student** must make arrangements with Mrs. Solez to make up the assignment. Please note that incomplete summative assessments will negatively affect a student's overall mark.

Please note that summative written assignments are normally completed in class using secure Google accounts.

Formative Assessment Expectations:

There is a strong expectation that students will complete all formative assessments given in class. These assessments provide important opportunities for students to practice what they have learned. Not completing formative work will often negatively affect a student's achievement when completing summative assessments.

Language Arts Classroom Expectations:

The intent of classroom expectations is that students are able to work in an environment designed for academic success. Respect for ourselves and others is necessary for a positive school environment. Students are expected to:

- ☞ Follow directions of all staff, including educational assistants, office staff and substitute teachers.
- ☞ Come to class on time, with all necessary materials and be prepared to work.
- ☞ Respect the rights of others to learn by not causing classroom distractions.
- ☞ Stay on task and complete all assigned work.
- ☞ Keep track of assignments and tests using a student agenda (recommended) and Google Classroom.
- ☞ Review concepts learned in class on a regular basis and try to be in class on summative assessment days.
- ☞ Use appropriate language and show respect in how we interact with others.
- ☞ Backpacks must remain in lockers.
- ☞ No cell phone use is allowed during class time.

- ☞ Food is to be eaten at lunch and during breaks, not during class time.
- ☞ Desks are to be kept clean and free of graffiti.
- ☞ Garbage and recyclable items should be properly disposed of at appropriate times.

Course Materials

*Students should have a binder **specifically for English Language Arts**. Students are encouraged to get a pencil case which can be attached to the binder's rings, where they can keep the pens and pencils necessary for ELA class. **Students must bring their binder and a writing utensil to every class.**

*As there are several handouts in ELA, a duo tang or notebook is **not** acceptable. The binder should contain lined, loose leaf paper and **between 5 and 8 dividers**. This is **important** to ensure a student's proper organization of various English Language Arts materials. Student binders will occasionally be checked in class to ensure that they are organized properly.

As students may have varying numbers of dividers, (due to the variety of packages available), students can label their English Language Arts dividers as follows:

5 Dividers:

Notes/Handouts
Vocabulary
Projects
Reading/Writing
Reference

7 Dividers:

Notes/Handouts
Vocabulary
Projects
Reading
Writing
Reference
Extra Paper

6 Dividers:

Notes/Handouts
Vocabulary
Projects
Reading
Writing
Reference

8 Dividers

Notes/Handouts
Vocabulary
Projects
Reading
Writing
Reference
Grammar
Extra Paper

Students should ensure they are bringing to each class:

- ☞ ELA Binder
- ☞ Blue or Black Pen
- ☞ Pencil and eraser
- ☞ Free Reading Book (**Students are to bring their free reading book with them to every ELA class.**)

Students will be allowed to use a dictionary and/or thesaurus for all in-class writing assignments.

Extracurricular Reading:

Students & parents need to recognize that reading (both in & outside of school) is one the best strategies they can do to help themselves be successful in English Language Arts, as well as in all other academic subjects. Reading regularly is a very simple and very powerful tool for academic success. **At minimum, students should try to complete a half an hour of independent, sustained reading five days per week.** Students should choose material that interests and challenges them, and share what they are reading with their parents or guardians. Our library at F.R. Haythorne has a wide variety of interesting reading materials for students' use.

Looking forward to a fantastic year!

