# Course Title: Grade 7 English Course Information and Outline

The program is based on the expectations in the Ministry of Education document, **The Ontario Curriculum**, **Grades 1-8**; **Language 2006**.

#### Materials:

The following is a list of materials that you need to bring to each class:

- a three-ring binder or duo-tang with lined paper
- a notebook
- a blue or black pen
- a red pen
- pencils and erasers
- white-out/correction fluid
- coloured pencils and/or markers as required

#### <u>Textbooks:</u> In Context 1 and Language 7

The textbook that you receive at the beginning of the year is on loan and will be collected in June. YOU ARE RESPONSIBLE FOR RETURNING YOUR TEXTBOOK IN THE SAME CONDITION IN WHICH IT WAS GIVEN TO YOU. The replacement value for a lost textbook is **\$60** for <u>In Context 1</u> and **\$50** for <u>Language 7</u>. The rebinding fee for damaged books is **\$10**.

Note: Individual teachers may choose NOT to distribute individual student copies of the above text, but may elect to keep an in-class library, instead.

#### **Classroom Expectations:**

- 1. Arrive on time and be prepared to work.
- 2. Complete all assignments.
- 3. Know and abide by the Code of Behaviour (see Student Agenda).
- 4. If you are having difficulty with work, seek extra help.
- 5. If you are absent (due to illness) or know you will be absent (due to a field trip), it is your responsibility to catch up. If you are absent on the day of a test, it is your responsibility to arrange a time with the teacher to write the test on another date. This should be done immediately upon your return to school.

#### Assessment and Evaluation:

Students will be assessed using a variety of tools such as tests, quizzes, performance tasks, presentations, etc. In most cases, a rubric based on 4 levels of achievement will be used to assess mastery of the curriculum expectations.

Level 4	80 – 100%
Level 3 ★	70 – 79%
Level 2	60 – 69%
Level 1	50 – 59%
Level R (remediation required)	Below 50%

★Level 3 is defined as the provincial standard. A student achieving at level 3 should be well prepared for work in the next grade level or the next course.

## **Major Components of the Program**

## **Literature Units:**

Short Stories, Legends and Fables

Novels

Poetry

Plays

## **Book Reports and/or Reading Logs:**

Book Reports may be presented in oral and/or written form. As an alternative, reading log entries may be assigned.

#### **Silent Reading:**

Part of the grade 7 reading program will include silent reading of material independently selected by the student. Chosen publications may include appropriate works of fiction, non-fiction, magazines, newspaper articles, etc. Oral sharing of reading selections will be encouraged. Designated DEAR (Drop Everything And Read) time will take place for fifteen minutes during the day.

#### Writing:

Throughout the year, students will examine various forms of writing and produce pieces of writing of their own (e.g., narratives, pieces of expository and descriptive writing, poetry, and media work) using all phases of the standard writing process.

## Journal Writing:

This is an opportunity for students to express personal thoughts and ideas, reactions, and reflections. Teacher prompts may also be used to guide and facilitate the generation of ideas. Journals can be used for the expression of ideas, or students may choose the best of several entries to edit, revise and submit for a mark.

#### Language:

Vocabulary, grammar, and the conventions of writing will be taught following the expectations of the Ontario Curriculum guidelines. Direct instruction, in-context instruction, and cross-curricular integrated instruction techniques will be used. Nelson's <u>Language and Writing</u> for Grade 7 may be used to support the writing facet of the program.

## **Grade 7 English Mark Breakdown**

In each term, the marks for English will be divided into strands, as follows:

## Reading Strand 100%

Term tasks/assignments may include reading journal entries, comprehension tests, summarization, retell, and analysis of texts, book talks, and/or novel studies.

## Writing Strand 100%

As writers/producers of oral, print, and media texts, evaluation will be based on language knowledge, skills, and strategies as tools for finding information by following the conventions of writing.

#### Oral Communication Strand 100%

Evaluation of student performance will be based on the following tasks: Oral presentations (both rehearsed and unrehearsed), read-alouds, and participation in large and small group class discussions.

#### Media Literacy Strand 100%

Keeping in step with recent changes to the Ontario Curriculum, emphasis will be placed on the study and analysis of various forms of Media.