

# English Language Arts 7

Course Outline 2022-23

Ms. Earley

I look forward to teaching your child English Language Arts 7 this year. Whether it's a novel, graphic novel, poem, poster project, or podcast, there's something in this curriculum to grab everyone, as we work our way to becoming better readers, writers, audience members, and conversationalists.

## **SCHEDULE**

Students will have ELA 7 every day.

## **INDEPENDENT READING**

Most days, students will spend the first 15 minutes of class reading independently. We have a diverse range of fiction and non-fiction books, graphic novels, and periodicals (including the daily newspaper) available in our classroom, but students are welcome to bring in their own reading material. An independent reading text does not have to be weighty or highbrow! It should be something that is enjoyable and relaxing for the student.

## **NOVEL STUDY**

Later in the year, we will be embarking on a novel study, either as a class, independently, or in small groups (TBC).

## **DONATIONS OF BOOKS**

I welcome donations of books and graphic novels for our classroom library.

## **OUTDOOR LEARNING**

We may occasionally take our learning outside – to the HPJH outdoor classroom, a local playground (Isleville), or a nearby grassy area (next to the water tower). Since the latter two locations are not on school property, keep an eye out for a Field Trip Permission Form.

## **STUDENT ASSESSMENT AND EVALUATION:**

Assessment will be based on conversations, observations, and products (projects and written assessments). Students will be marked on their responses during class discussions, and are encouraged to ask questions that bring our conversations forward.

## **METHODS OF COMMUNICATION:**

I hope to see you during parent-teacher interviews. If you have a concern at any other time, please don't hesitate to contact me by email ([earleyh@hrce.ca](mailto:earleyh@hrce.ca)) or by phoning the school (902 493-5124), and I will phone you back.

## **PROVINCIAL SCHOOL CODE OF CONDUCT**

Students must follow the Nova Scotia school code of conduct which can be found [here](#).

## **CELL PHONES**

A cell phone is not required for ELA 7. Phones must have notifications turned off and be out of sight. If a student needs to use a phone urgently, the student may ask permission to go to the office. Parents or guardians who wish to communicate with students during the school day (with the exception of lunchtime) must do so through the main office, 902-493-5124.

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## **CURRICULUM OVERVIEW:**

Inquiry-based learning is an approach that promotes inquiry, the creation of ideas, and observation. The process typically involves investigations, aimed at answering a big question or solving a problem. Through these inquiries, students will meet the following six outcomes in [English Language Arts](#):

- Learners will reflect on how the cultures of communities, inclusive of the Mi'kmaq, Acadians, African Nova Scotians, and the Gaels are expressed through a range of communication forms.
- Learners will plan oral, written, and visual personal and critical responses, in relation to audience and purpose
- Learners will create oral, written, and visual communication forms for a range of audiences and purposes
- Learners will implement speaking and writing strategies for effective communication in relation to audience and purpose
- Learners will comprehend a range of communication forms using listening strategies, reading strategies, and viewing strategies
- Learners will analyse the accuracy, reliability, validity and bias in a range of written, audio, visual, and digital communication forms

## **SPECIFIC PROJECTS AND ACTIVITIES:**

In practical terms, we will be flexing our reading, writing, speaking, viewing and listening muscles every day! Here some of the activities we will undertake throughout the year.

- Relationship Building/Communication skills/tools for learning
- Assessing accuracy, reliability, and bias
- The establishment of independent reading; what makes a “good” reader?
- How and why to read a newspaper
- Genre study/author study/character study
- How to extract, and infer meaning from informational texts
- Forming personal and critical responses (written and oral) to fiction and non-fiction texts including (but not limited to) books, short stories, and podcasts.
- Book talks (delivered by teachers/staff, then later in the year, by students)
- Writing skills (ideas, organization, language use and conventions)
- Practice in descriptive writing, letter writing and journal responses
- Exploring the diary as a form of communication and historical record
- Exploring poetry as a form of communication through the analysis of:
  - Shakespeare’s Romeo and Juliet
  - A range of poetry, spoken word, and song lyrics
- Exploring theatre as a form of communication through:
  - workshops with Nova Scotia Performers (Perform! NS)
  - a visit to see a live theatrical performance, and/or
  - the analysis of mentor texts including Romeo and Juliet
- Class novel (read aloud) and/or an Independent Novel Study

It’s going to be a great year. Please don’t hesitate to reach out anytime! [earleyh@hrce.ca](mailto:earleyh@hrce.ca)  
Ms. Helen Earley