

## **English 7**

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Madeline Symonds Middle School  
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## **English Language Arts 7**

**Speaking and Listening** - Students will be actively engaged in a variety of speaking and listening activities such as: conversation, discussion, role-play, drama, debate, public speaking, literature circles, interviews and oral presentation.

### General Curriculum Outcomes:

1. Students will be expected to speak and listen, to explore, extend, clarify, and reflect their thoughts, ideas, feelings, and experiences.
  2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.
  3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.
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**Reading and Viewing** - Reading and viewing is a major component of the curriculum and involves reading strategies, comprehension, and appreciation for literature. Students will be expected to read a wide range of texts including poetry, short stories, novels, articles, and non-fiction text. Critical viewing of films, live performances, art, and media are also included in literacy development.

### General Curriculum Outcomes:

1. Students will be expected to select, read, and view with understanding a range of literature information, media, and visual texts.
  2. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
  3. Students will be expected to respond personally to a range of texts.
  4. Students will be expected to respond critically to a range of texts, applying their understanding of language form, and genre.
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**Writing and other ways of Representing** - The writing and representing component of English Language Arts is an integral part of the program. Students will explore the writing and other ways of representing process and express themselves through: poetry, essays, quick/spot writes, art, video, music, technology, creative writing, and other forms of written text.

### General Curriculum Outcomes:

1. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings: and to use their imagination.
2. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
3. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

The Grade Seven ELA curriculum is based on the curriculum outcomes outlined in the Atlantic Canada English Language Arts Curriculum. The outcomes are available from the HRSB website, my class website, or the following link: <https://curriculum.novascotia.ca/english-programs>. The curriculum affords a great deal of flexibility and fun. With the right approach, a positive attitude, and a good effort/work ethic, all students should be able to achieve success. ***An engaged student should expect to be reading, writing, and speaking/actively listening, every class!***

**Assessment and Evaluation** is ongoing and is both **formal** and **informal**. It can be teacher, peer, or self driven. Assessment includes, but is not limited to: observation, conferencing, assignments, tests, class participation, presentations, writing journals, workshops, portfolios, and cumulative assessment. *Assignment expectations, guidelines, rubrics (specific to each assignment!!), due dates, and feedback will be communicated regularly.*

Teachers at MSMS use assessment as a tool **FOR** learning and **AS** learning, not just a tool **OF** learning. Assessment FOR and AS learning provides students with feedback on how they are doing and where they need to improve. Assessment FOR and AS learning allows students some time for reflective learning and mastery. Formative assessment is a means to develop skill and mastery, while summative assessment identifies for the learner their "level" of ability/accomplishment on the particular assessment.

Madeline Symonds **4-Point** Assessment Rubric

Level	Descriptor
4	<b>In-depth</b> knowledge and understanding of content and concepts. Able to <b>extend</b> the application of related skills.
3+	
3	<b>Competent</b> knowledge and understanding of content and concepts. <b>Appropriate</b> application of the related skills.
2+	
2	<b>Developing</b> knowledge and understanding of content and concepts. <b>Developing</b> in the application of the related skills.
1+	
1	<b>Limited</b> knowledge and understanding of content and concepts. <b>Limited</b> application of related skills.

**Grade Seven to Nine** students receive a **numerical** grade on report cards. The following mark ranges are used to summarize student performance over the course of the term and in relation to the expected learning outcomes established by the Department of Education.

**90 – 100%** The student demonstrates **excellent or outstanding** performance in relation to the expected learning outcomes for this course.

**80 – 89%** The student demonstrates **very good** performance in relation to the expected learning outcomes for this course.

**70 – 79%** The student demonstrates **good** performance in relation to the expected learning outcomes for this course.

**60 – 69%** The student demonstrates **satisfactory** performance in relation to the expected learning outcomes for this course.

**50 – 59 %** The student demonstrates **minimally acceptable** performance in relation to the expected learning outcomes for this course.

**Below 50%** The student **has not met minimum requirements** in relation to the expected learning outcomes for this course.

**Required Materials:** Students are expected to bring the following materials to **every class**:

- Some 'system' of personal organization (scribblers, binders, etc.) What works for you!?\*
- Pencils and Pens
- Coloured pencils/Markers
- **Novel(s)** \* (\*Note: Students must have **at least one novel** - of appropriate interest and reading level - present in class at all times in preparation for independent reading opportunities.

\* Have you looked at **your child's** system of organization for managing his/her materials for the year?

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**Tips for Success** in Junior High:

- **Organization** is extremely important! (Can you find September's notes in May?)
- **Time management** (planning/deadlines/due dates)
- Participation (Are you an '*active/engaged*' learner?)
- Check Class Websites
- Know your **Learning Targets** and **Rubrics**!! (How are you being assessed?)
- **Attitude** toward learning
- **Approach** to learning
- Ask questions and seek help! (i.e. Self-advocate! Take Charge!)

**Curriculum Night:** A great opportunity to learn more about the curriculum.

Date: Hhhhm... COVID...?? Stay tuned (Slide Presentation and handout will be available from my website.)

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**Missed Classes:** **I want each of my students to have a successful year!** If class time is missed, it is the **student's responsibility** to collect and complete missed work. This might include copying/borrowing notes, picking up missed handouts, clarifying assignments/directions, etc. (Text a friend!!) I strive to be approachable and I will always make myself available for extra help or clarification if asked. **Check teacher websites and/or GOOGLE Classroom!!**

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**Homework/Classwork:** It is an expectation that homework and classwork be completed at this level, when it is assigned. Students are expected to meet due dates in middle school! (\*I will not chase any of the approximately **120** junior high students from my **four** classes, but I do believe in friendly reminders and second chances...this philosophy will be discussed in class and during curriculum night.) The HRCE's homework policy was revised in 2015 and is available from my class website. **Check the class website and/or GOOGLE Classroom!!**

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**PowerSchool/Gradebook:** Students and parents are encouraged to access the student and parent portals of the Student Information System (SIS), which can be accessed from the school webpage. Students already have an established account entering junior high. (Parents must contact the school Admin. assistant for Account info.)

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**Finally**, if you have any questions or concerns, as the year progresses, please do not hesitate to contact me or visit my class website and/or Google Classroom for current information. Here's to a successful year! 😊

Thank you!

Ken Murray



\*Clipping off and returning only the portion below allows you to retain the rest of the Communication Plan ☺ \*

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I have read and reviewed Mr. Murray's **Communication Plan**.

**Student Name:** \_\_\_\_\_ **Student Signature:** \_\_\_\_\_

**Parent/Guardian Name:** \_\_\_\_\_ **Parent/Guardian Signature:** \_\_\_\_\_

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