

**SCHOOL: Broad Meadows**  
**ADDRESS: 50 Calvin Road**  
**PHONE #: 617 984 8723**

## **SYLLABUS**

**TEACHER** Mr. Ronald G. Adams

**COURSE/GRADE LEVEL** Grade 7 Language Arts

### **INSTRUCTIONAL MATERIALS**

Collins Writing Folders; novels; short stories; poetry; non-fiction articles; MCAS practice (long composition samples / open response / rubrics / scoring)

### **MAJOR TOPICS\***

#### **First Trimester:**

Multi-paragraph personal experience essays; professional writers as models

*Featuring Mark Twain, Suzanne McCabe, J.K. Rowling, William Shakespeare and Charles Dickens*

- Adventures of Tom Sawyer mini-unit;
- Novel the Lightning Thief;
- Non-fiction readings on Election 2008;
- Public speaking skills;
- Infusing “rich language” into writing;
- Grammar - Subject-verb agreement /Subject Case Pronouns
- Punctuation and capitalization of direct quotations;
- Figurative language (simile / onomatopoeia)
- Interdisciplinary connections: social studies/ Greek Mythology

#### **Second Trimester:**

- Point of View;
- Creative writing;
- Biography unit;
- Novel: Adam Canfield of the Slash (and possibly the sequel);
- Grammar –linking & action verbs / prepositions / Object Case Pronouns;
- Business letter writing;
- Native American Mythology mini unit;
- Figurative language (alliteration / metaphor / personification);
- Speaking and listening skills
- Non-fiction readings on Salt Marshes (interdisciplinary to tie to Restoration of Broad
- Meadows Salt Marsh by the U.S. Army Corps of Engineers
- Interdisciplinary connections: science/ research paper writing

#### **Third Trimester:**

- MCAS Practice: long composition & open response questions;
- Novel Tuck Everlasting;
- Symbolism;
- Little Women mini-unit;
- Poetry of Langston Hughes;

- Grammar – parts of speech review, apostrophe;
- Persuasive essay
- MCAS Administration;
- Grammar as needed as discovered in student writing;
- Short stories;
- Novel of student choice;

- Reflection of past school year utilizing extended metaphor;
- Business letter follow up;
- Transactional writing samples;
- Oral history unit;
- Student reflection on growth as a writer “Me, A Writer?”

### **\*ASSESSMENT TOOLS**

Portfolios

Rubrics

Peer editing

Teacher observations

MCAS Testing

Oral presentation Rubrics

Self-grading and evaluations

Projects

Diagnostic testing

Oral Exams

Interdisciplinary activities

Simulations

Role playing

Open ended questions

Co-operative learning projects

Take home tests/writing assignments

Journals

Writing Folders (FCA’s)

Objective Tests/Quizzes

Exams

Essays

Presentations

Video tapings (optional for oral history unit)

FCA’s for all writing assignments

Attendance

Class Participation

Field Experience

Homework

**\*See Individual Student Education Plans or 504 Plans for modification where applicable.**

### **HOMEWORK EXPECTATIONS: nightly**

#### **GRADING POLICY**

Attendance	10%	Student writing	30%
Homework	20%	Projects	10%
Quizzes	20%	Class work	10%

#### **MAKEUP PROCEDURE**

Unexcused makeup work is accepted, but a late penalty is assessed.

If absent one day, the student has one day to make up work missed. (no penalty)

Two days’ absence means the student has 2 days to make up work, etc. (“ ”)

#### **GENERAL INFORMATION**

Students must cover all assigned novels. Students receive a score sheet the day writing is assigned.

The score sheet tells students the exact requirements before they begin to write.

Students must show all work, which means a student must turn in all rough drafts.

First drafts must always be started by hand in class and then REVISED / RE-THOUGHT /

IMPROVED. Revisions must be visible. Students may then type their final drafts on a computer or write by hand in ink using margins.