

COURSE SYLLABUS

Course Title: English Language Arts/Writing

(7th Grade, Elementary)

The Asian International School

I. INSTRUCTIONAL RESOURCES:

1. Text: Moore, D. W., Short, D. J., Smith, M. W., Tatum, A. W., & Tinajero, J. V. (2014). *Inside: Language, Literacy, Content*. National Geographic Learning, Cengage Learning.
2. Other: Teacher selected short stories, essays, non-fiction/informational materials, and poetry.

II. COURSE PREREQUISITE:

Students must have passed sixth grade *English Language Arts (ELA)* and successfully demonstrate certain levels of English proficiency and readiness to take the *English Language Arts (ELA)* at grade level.

III. COURSE DESCRIPTION

The course is designed according to the Common Core State Standards. It aims for the students to read like a writer and write for a range of purpose and audiences, as per one of the book's authors. Each unit contains three main writing topics which are integrated with Grammar, Reading and Speaking. The topics cover varied and pivotal writing skills, such as personal narrative, realistic and short stories, letter writing, and writing to help the environment. Specific standards used in Writing are clearly documented in the last few pages of the Common Core book, CCSS 1- 50.

IV. COURSE GOALS

At the end of this course, students will demonstrate basic competence in managing the writing process and producing well-structured writing through the ability of:

- Effective word choices and sentence structures, and grammatical expressions meaningful to those who use English as their primary language
- Brainstorming, drafting, and outlining ideas for a variety of different forms of writing
- Integrating references logically into their writing
- Citing sources according to the standards on academic conventions and academic integrity.

V. COURSE OBJECTIVES

At the end of this course, the students will be able to:

- A) Write about the topics stated in Units 1 – 8.
- B) Recall the grammar rules that they have learned in the previous level and use them as required in the writing topics.
- C) Utilize the writing stages to develop their skills and produce better results.
- D) Apply their real-life experiences and day-to-day activities to make writing more meaningful.
- E) Develop writing skills through continuous practice and learning.
- F) Make learning holistic by integrating Writing with other language skills – Reading, Speaking, Grammar and Listening.

VI. COURSE REQUIREMENTS

Students are expected to write continuously about different topics. They should have a “Writer’s Notebook” in which they will write all their writing tasks. There are three writing topics in every unit; however, it is the teacher’s discretion what or which topic to be covered and prioritized. In addition, they should be able to work individually, in pairs or in groups as required in the activity.

The course includes monthly Writing tasks, homework, and class activities. They are required, and it is a must that they follow and do the tasks assigned to them. They will be given midterm and final exams in the first and second semesters.

VII. EVALUATION AND GRADING

A. Summative Assessment

- 1. Midterm Exam (30%)
- 2. Final Exam (30%)

B. Formative Assessment (*please see specific formative assessments in the unit mapping*)

- 1. homework
- 2. daily quiz
- 3. individual/pair/groups activities
- 4. other writing activities and classroom activities

C. Other assessments

- 1. class participation, attendance and behavior

VIII. GRADING SCALE

Below is the school's standard grading scale:

Letter	Range	Percentages
A	90-100	90% (High Distinction)
B	80-89	80% (Distinction)
C	65-79	70% (Pass with merit)
D	50- 64	60% (Pass)
F	0- 49	Below 60% (Fail)

IX. COURSE OUTLINE

The table below shows how the topic will be divided per week for the whole month.

MONTH	UNIT TITLE	WRITING TOPICS / CONTENT	TIME FRAME	NOTES
<p>SEMESTER 1 18 WEEKS</p>				
AUG./	Unit 1: Imagine Possibilities	Paragraph: Problem-and-Solution, Chronological Order, Spatial-Order, Compare-and-Contrast 1. Write About New Ideas 2. Write About Time Travel 3. Write Using Effective Sentences	4 weeks	
SEP./	Unit 2: Play to Your Strengths	Personal Narrative and Short Story 1. Write About a Friend 2. Write About a Folktale 3. Write About a Play	4 weeks	
OCT./	Unit 3: A New Chapter	Realistic Short Story and Cause-Effect Essay 1. Write About People, Places, and Things 2. Write to Compare 3. Write About an Event	4 weeks	Mid-Term Exam

NOV -DEC./	Unit 4: Everybody is a Winner	<p>Research Report</p> <ol style="list-style-type: none"> 1. Write About Athletes 2. Write Directions to a Place 3. Write About a School Sports Team 	6 weeks	Final Exam and Vietnamese Exam
SEMESTER 2		16 WEEKS		
JAN./	Unit 5: Close Encounters	<p>Story Scene and Literary Response</p> <ol style="list-style-type: none"> 1. Write About Events 2. Write About Past Events 3. Write About Past Events 	4 weeks	
FEB./	Unit 5: Close Encounters (continued)	<p>Story Scene and Literary Response</p> <ol style="list-style-type: none"> 1. Write About Events 2. Write About Past Events 3. Write About Past Events 	2 weeks	
MAR./	Unit 6: To the Rescue	<p>Summary Paragraph, Letter to the Editor, and Business Letter</p> <ol style="list-style-type: none"> 1. Write About People, Places, and Things 2. Write to Add Important Details 	4 weeks	Midterm Exam

		3. Write an Original Story		
APR./	Unit 7: More Than A Game	Biography 1. Write Complete Sentences 2. Combine Your Ideas 3. Use a Variety of Sentences	6 weeks	Final Exam and Vietnamese Exam
MAY./	Unit 8: Global Warnings	Public Service Announcement and Persuasive Essay 1. Write About Community Action 2. Write About Actions 3. Write About a Story		
TOTAL: 4 Chapters – 12 Units			32 WEEKS	