

## Language Arts 7 Course Outline

In language arts, students will demonstrate increasing confidence in their abilities and competence in their use of language. Language arts emphasizes the lifelong application of reading, writing, listening, speaking and viewing. The five strands are interrelated and enable students to communicate ideas and feelings, develop critical thinking skills and contribute to their social and personal growth. The five strands are integrated in variety of themes and units.

### Reading:

- Use and develop strategies for getting meaning from text that will enable them to predict, sample and confirm or correct their predictions as the read meaningful passages
- Recognize that reading rate should vary depending on the readers purpose and the complexity of the material
- Ask questions based on their individual responses to what they read and respond to their own questions
- Recognize and use different organizational patterns in fiction and nonfiction, such as chronological order and cause and effect

### Writing:

- Choose a topic and select ideas for developing their writing
- Demonstrate an ability to organize their writing for familiar audiences, such as friends, parents and teachers
- Demonstrate increasing skill in including ideas relevant to the topic in the development of their writing
- Use writing in all subject areas, not only to demonstrate knowledge, but also to discover what is known and to extend and clarify knowledge

### Listening

- Use and develop strategies for paying attention to, and getting meaning from, the message in listening situations
- Develop awareness and accents and dialects in order to become more sensitive and understanding in reacting to the speech of others
- Understand that the electronic media influences everyday life and be sensitive to the effects the media can have on a listener
- Use knowledge of the speaker, knowledge of the subject and knowledge of the way the speaker has organized his or her talk to predict a speaker's purpose

### Speaking

- Develop competence in speaking to classroom groups to convey thoughts, feelings and information
- Use group discussion to prepare for reading and in personal and critical response to literature
- Recognize obvious factors that impair group discussion, such as straying off topic, interruptions or one person dominating the discussion
- Speculate on personal experiences and the experiences of others

### Viewing

- Develop an increasing ability to observe subtle aspects of the visual message that enhances its impact; for example, colour and shape of print
- Recognize the difference between fact and fantasy in media portrayal of everyday life
- Identify and understand the purposes, message and intended audience of visual communications; for example, advertising
- Use their knowledge and experiences to help them understand and respond to visual messages

## Assessment Standards

The following standards will be used in the assessment process. They will appear in PowerSchool GradeBook and on the term report cards. Parent/Guardians will be provided with a log-in to the parent portal so they can monitor their child's progress throughout each term:

- Reading – reads, comprehends, responds and interprets a variety of texts
- Reading – develop an understanding of literary devices
- Writing – writing to explore, develop and communicate ideas to deliver a message to an audience
- Writing – organize, summarize and revise ideas and information to maintain clarity
- Conventions - identify and use proper forms of conventions
- Presenting – create and express ideas through listening, viewing, speaking and representing
- Presenting – justify own point of view using evidence from both text and own experiences

A variety of assessment methods will be used throughout the year, including but not limited to:

- In-class assignments
- Research projects
- Novel studies
- Exams
- Book reports
- Homework assignments
- Journals
- Written Response exercises
- Small group Discussions
- Character Studies
- Assorted Projects
- Final exam in June

## Achievement Indicators

The level of understanding for each concept will be communicated using the following achievement indicators:

**EL** – Excelling – Demonstrates exemplary performance in relation to the learner outcomes

**PR** – Proficient - Demonstrates strong performance in relation to the learner outcomes

**SA** - Satisfactory - Demonstrates adequate performance in relation to the learner outcomes

**BG** – Beginning - Demonstrates basic performance in relation to the learner outcomes

**LT**- Limited- Demonstrates limited performance in relation to the learner outcomes or incomplete understanding

Please note that if your child was absent from school and so was unable to be assessed for a particular concept, an assessment indicator of 'U' will be recorded.