



Language Arts 7 Course Outline 2022-2023

Teacher: Mrs. Melissa Reimer

I. Key Message/Expectations

This is a course outline based on the Program of Studies for Grade Seven. Students will be asked to listen, view, read, write, represent and speak to meet the objectives outlined in the current Language Arts curriculum. Students will respond critically and personally to the work that they will be exploring this year.

II. Course Overview

Course General Objectives:

There are 5 General Outcomes or general goal statements identifying the knowledge, skills and attitudes which you will develop and demonstrate with increasing confidence throughout the year, which serve as the foundations of ELA. In other words, you will enhance your knowledge of the six strands of language arts in order to:

1. Explore thoughts, ideas, feelings and experiences
 - express ideas and develop understanding
 - experiment with language and its forms
 - express your preferences for specific genres of literature and set goals
2. Understand and respond personally and critically to oral, print, and media texts
 - use prior knowledge; develop skills to increase your understanding including visual, textual and structural clues
 - experience a wide range of texts
 - create texts related to real life and current issues
3. Manage ideas and information
 - determine informational needs, use a variety of sources
 - organize record, evaluate and share information
4. Enhance the clarity and artistry of your ability to communicate
 - appraise own and other's work
 - revise, edit and enhance artistry in creating original written works and performance including experimenting with voice, figurative language, and attending to conventions (spelling, grammar, etc.)
 - demonstrate attentive/active listening and viewing
5. Respect, support and collaborate with other students
 - appreciate diversity of opinion/different points of view as expressed by classmates and authors
 - cooperate with others; work in groups and evaluate group processes
 - use language to show respect and understanding for different learning styles and personal situations

For more information: <https://curriculum.learnalberta.ca/parents/en/grade/7/ela>

III. Scope and Sequence

This timeline is subject to change and dates are approximate.

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September - Sentence and Paragraph Review

- spelling, grammar, punctuation
- sentence structure, types of sentences, parts of speech, paragraph writing (expository, descriptive and persuasive)
- persuasive paragraph

October/November- Short Story Unit:

- review of genre
- review elements of plot, figurative language, theme, mood, and setting
- reading comprehension
- vocabulary development
- critical thinking and personal response

November/December- Story Writing

- short story writing in different forms- picture, word, performance
- review elements of plot, figurative language
- revising, editing, publishing of finished works

January/February -Novel Study (To be announced)

- review elements of plot, plot diagram, point of view, setting, characterization, figurative language
- read and write personal essays
- character analysis
- reading comprehension, vocabulary
- Novel Study project
- reading comprehension, vocabulary development, critical thinking and personal response

March - Research and Essay Writing

- appreciate importance of the spoken word, Impromptu speeches, informal presentations, debates
- research skills
- poetry, short stories, non-fiction and media that deals with this theme
- reading critically and personally
- essay writing

April/May - Fairy Tales/Myths/Folklore

- review writing process (editing, revising, publishing)
- review of genre
- review elements of plot, figurative language, theme, mood, and setting
- descriptive writing
- short stories, non-fiction, poetry
- reading comprehension
- vocabulary development
- critical thinking and personal response
- essay writing
- anecdote, poetry, drama, essay, short stories dealing with this theme

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June - Poetry and Review

- test taking skills
- review for final exam

IV. Teaching Methodology

Students will be taught through a variety of different instructional methods and strategies including but not limited to: Direct teaching, cooperative learning, independent learning, brainstorming, small and large group discussions, inquiry-based research assignments, reflections on literature and incorporation of technology.

Resources will be provided on Google Classroom as available, and students are always welcome to redo assignments or show improvement in previous learning.

V. Assessment

There are several purposes of assessment. I use assessment to see how you are doing with learning and mastering the learning targets that we discuss. I also use it to tell you ways to improve as well as what you are already doing well at. Parents/guardians use assessment (marks) to see how their child is progressing in learning. You, as a student, do the same. The mark is less important than the learning- but I will tell you that I can always tell who has done all the practice work and the assignments, and who has not- it affects your understanding. My goal is to be as clear as possible when explaining what we are learning, and how I am looking to see if you learned it.

Assessment will be based on the student's achievement of the outcomes in the Program of Studies for LA 7.

Types of Assessment:

1. Formative – everything we do in class, including tests. Formative assessments help me know what to teach next, what to review, who understands, and who still needs help.
2. Summative – anything that lets me know that you understand the learning target individually. This can be tests, assignments, projects, or answering questions out loud.

Course Evaluation:

- Major Outcome 1-Explore thoughts, ideas, feelings and experiences- 12.5%
- Major Outcome 2- Understand and respond personally and critically to oral, print, and media texts- 25%
- Major Outcome 3- Manage ideas and information- 25%
- Major Outcome 4- Enhance the clarity and artistry of your ability to communicate- 25%
- Major Outcome 5- Respect, support and collaborate with other students- 12.5%

If you have any questions about the way I am assessing this course- or your child, please don't hesitate to contact me. Marks will be updated regularly through Power School.

VI. Resources

RESOURCES: Sightlines 7, Novel Study (To be announced).

VII. CLASSROOM EXPECTATIONS: It is essential that the learning environment be a safe space that all feel safe to enter and participate. Any behaviour that jeopardizes the ability of others to learn and be safe will not be tolerated. Every student has the right and ability to succeed and my task is to help create an environment where that happens. Let's have fun learning together!