

Student-s Name \_\_\_\_\_ Course Name English Language Arts - Grade 7

R - retain, D - delete, C - changed

Outcomes

R D C Changed Outcome

<b>Students will be expected to:</b>				
	R	D	C	Changed Outcome
1.1 recognize that contributions from many participants are needed to generate and sustain discussions				
1.2 know how and when to ask questions that call for elaboration and clarification, and give appropriate responses to questions				
1.3 state a personal point of view, and be able to support that position				
1.4 listen to identify main elements of a message, and consider supporting details				
2.1 participate in small-group and whole-class discussion by recognizing that there are a range of strategies that contribute to effective talk				
2.2 recognize that different purposes and audiences require different choices of vocabulary, sentence structure, rate of speech, and tone				
<b>2.3 follow instructions and respond to questions and directions</b>				
2.4 identify the verbal and non-verbal language used by speakers (e.g., repetition, volume, and eye contact) and recognize those that are effective				

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3.1 demonstrate such speaking and listening skills as making eye contact, rephrasing when appropriate, clarifying comments, extending, refining, and/or summarizing points				
3.2 demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others				
3.3 recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate				
3.4 recognize that different situations require different speaking and listening conventions appropriate to the situation				
4.1 select texts that address their learning needs and range of special interests				
<b>4.2 read widely and experience a variety of literary genre from different provinces and countries</b>				
<b>4.3 recognize how and why authors use pictorial, typographical, and organizational devices (e.g., headings, tables, graphs and bold print) to construct and enhance meaning</b>				
<b>4.4 use cueing systems and a variety of strategies to construct meaning in reading and viewing a variety</b>				

<b>of print and media texts</b>				
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4.5 explain the reading and viewing processes and strategies that help them construct meaning				
5.1 select and use information with increasing independence to meet their individual learning needs \$ use a range of print and non-print sources (e.g., E-mail, CD ROMs, books, newspapers) \$ <b>use research strategies to answer their research questions</b>				
<b>6.1 provide personal responses to texts by explaining initial reactions to those texts</b>				
<b>6.2 express personal points of view about texts, giving reasons for their interpretations</b>				
<b>7.1 recognize that texts can be biased in their content, organization, and structure</b>				
7.2 recognize that texts are constructed for particular purposes and that particular audiences influence choice of language, form, and genre				

7.3	respond critically to texts of increasing complexity \$ identify and describe the form, structure, and content of texts and how they might contribute to meaning \$ recognize that personal knowledge, ideas, values, perceptions, and points of view are influenced by what they read and view \$ <b>recognize how and when personal background influences both the creation of texts and the readers-/viewers- interpretation and response</b> \$ explore how various cultures and realities are portrayed in texts \$ recognize that there are values inherent in a text				
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<b>8.1 experiment with a range of strategies for writing and other ways of representing to</b> \$ extend their own and others= ideas \$ reflect on their feelings, values and attitudes \$ <b>consider others= perspectives</b> \$ <b>identify problems and consider solutions</b> \$ <b>describe the writing strategies that help them learn</b> \$ <b>express their understanding of their personal growth as language learners and language users</b>				
<b>8.2 use a variety of forms of note-making, selecting the form most appropriate for the specific purpose</b>				
<b>8.3 integrate interesting stylistic effects in imaginative writing and other forms of representing meaning</b>				
<b>9.1 produce a range of writing and other forms of</b>				

	<b>representation</b>			
<b>9.2</b>	<b>choose writing forms and styles that match both the writing purpose (e.g., to define, report, persuade, compare) and the reader for whom the text is intended</b>			
<b>9.3</b>	<b>ask for reader feedback while writing and representing, and consider this feedback in subsequent drafts</b>			
<b>10.1</b>	<b>use specific prewriting, drafting, revising, editing/proofreading, and presentation strategies to produce a variety of texts</b>			
<b>10.2</b>	<b>use the conventions of written language in final products</b>			

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<b>10.3 use a variety of technologies to communicate with a variety of audiences for a range of purposes</b>				
<b>10.4 demonstrate a commitment to crafting pieces of writing and other representations</b>				
<b>10.5 gather information from several sources and combine ideas in communication</b>				