

**COURSE PROFICIENCY OUTLINE
LANGUAGE ARTS, GRADE SEVEN
PINNACLE PROGRAM**

PURPOSE

The language arts program in grade seven continues to build on the basic skills in reading, grammar, and writing that the students have acquired in the elementary grades. The major phases of work that a student covers are grammar, oral and written communication, reading comprehension skills, vocabulary development, study skills, and the study of literature.

**I. STUDENT OUTCOMES State Standards 3.1, 3.2, 3.3, 3.4, 3.5
Workplace Readiness Standards 1,2,3,4**

- A. Students will further develop skills in writing, speaking, reading, listening, and viewing by using and exploring language in its many dimensions.
- B. Students will develop the skills necessary to interpret, analyze, and critique text.
- C. Students will demonstrate an ability to manage information and construct meaning through analysis, inference, interpretation, summaries, generalizations and appraisals utilizing a wide selection of materials.

In addition to these curriculum goals, the Pinnacle program in language arts will provide students with many of the following extended activities:

- A. Enrichment activities in drama, short stories, novels, essays, poetry, and non-fiction
- B. Further development of critical thinking skills through written reactions and in discussion of literature
- C. Strong emphasis on the role of grammar and its integration into our language
- D. Opportunities to explore and develop their creativity through writing and research

**II. CONTENT State Standards 3.1, 3.2, 3.3, 3.4, 3.5
Workplace Readiness Standards 1,2,3,4**

- A. Grammar and Mechanics
 - 1. Nouns: possessives
 - 2. Verbs: tenses, irregular forms
 - 3. Pronouns: indefinite forms
 - 4. Adjectives: comparison of modifiers, correct use of modifiers
 - 5. Sentence Classification
 - 6. Subject/Verb Agreement
 - 7. Noun-pronoun/Antecedent Agreement
 - 8. Complements
 - 9. Simple/Compound/Complex Sentences
 - 10. Punctuation: emphasis on dialogue writing skills and apostrophe use
 - 11. Phrases: simple identification
 - 12. Clauses: simple identification

B. Composition

1. Development of revision/editing skills
2. Development of the multi-paragraph essay on topics that will ask the student to convince the reader of his/her position on an issue, propose solutions to problems, and relate causes and effects.
3. Development of a well-supported reaction to a story, book, article, or other text.
4. Single and/or multi-paragraph responses to a story, book, article, or other text.
5. Written response/reaction to a picture.
6. Optional research reports not to exceed five pages.

C. Reading

- * 1. Reinforcement and refinement of basic reading skills and the ability to locate information using a variety of reference material. These basic reading skills include both literal and inferential comprehension of the following:

main idea	inference
supporting details	drawing conclusions
comparison/contrast	predicting outcomes
cause/effect	author's purpose
sequence	fact/opinion
classifying/organizing	

2. Understanding and application of the following literary terms:

figurative language	foreshadowing
plot	mood
setting	symbol
characterization	irony
protagonist/antagonist	point of view
conflict	theme
flashback	

3. Exposure to various literary types: novel, short story, drama, poetry, biography, essay
4. Experience with various text types: narrative, informational, persuasive, everyday
5. Development of interpretative, analytical and appreciative skills
6. Developing oral reading skills that will reflect an understanding of the text while engaging the listener.
7. Developing self-correcting strategies to gain meaning from print both orally and silently.

D. Vocabulary

1. Meaning from context and precise meaning of words through definition, spelling, pronunciation, and usage in a sentence
2. Words based on reading selections and teacher-prepared units
- * 3. Effective use of dictionary and thesaurus

E. Study Skills

1. Listening
2. Following directions
3. Notetaking
4. Scanning, skimming, surveying techniques
5. Test-taking strategies
6. Library/Reference skills

III. **MATERIALS AND ACTIVITIES**

A. Texts

13. *Prentice Hall Literature/ New Jersey Penguin Edition Grade 7*
Pearson/ Prentice Hall 2007

14. Trade books: Theme related trade books appropriate for grade appropriate reading as individuals or within a flexible group setting/ literature circles.

3. Various supplemental reading materials in addition to class text.

4. *Elements of Writing, First Course (7)*. Holt, Rinehart, and Winston.

5. *Vocabulary Workshop, (Level B)*, Sadlier-Oxford

B. Classwork

1. Lectures, discussions, audio-visual materials, class texts, and supplementary reading materials will be utilized.
2. Skills in reading, writing, speaking, listening, viewing, and critical thinking will be stressed.
3. Assignments, quizzes, and tests will be graded and reviewed by teacher and pupils.

IV. EVALUATION

- A. Students will be expected to complete homework and classwork learning assignments on time.
- B. Students will be expected to participate in class.
- C. Students will be expected to study for and to complete tests and quizzes successfully.
- D. Students will be expected to take a comprehensive department final examination.
- E. Students will be expected to bring text, pencil or pen, notebooks, and other necessary materials to class.
- F. The final grade represents the teacher's professional judgment of the student's performance. All of the aforementioned activities and/or requirements are included in the evaluation process.

* These items are directly related to the State Standards

Revised: August 2008

Revised: August 2009