

SEVENTH GRADE

It is expected that each child, by the end of seventh grade, will be able to do the following:

SPEAKING	LISTENING
<ul style="list-style-type: none"> • Speak respectfully in interactions with adults and peers, using appropriate vocabulary, intonation, and eye contact • Use I-messages to resolve conflicts/present grievances • Speak using Standard English while respecting culturally diverse language patterns • Participate in class discussions in a variety of content areas • Use formal and informal language appropriately • Define roles and share responsibility for a team project; set objectives and time frame for work to be completed; establish process for group decision-making; review process; and make adjustments • Clarify and support spoken ideas with evidence, elaboration, and examples • Deliver responses to literature developing an interpretation which exhibits careful reading, understanding, and insight; organizes the interpretation around a clear idea, premise, or image; and develops or justifies the interpretation through sustained use of examples and textual evidence 	<ul style="list-style-type: none"> • Listen respectfully and attentively to peers and adults • Listen attentively and courteously to shared ideas, opinions, and information in a group situation, allowing for group decision-making • Listen attentively while being read to • Restate and execute multi-step instructions and directions • Ask probing questions designed to elicit purposeful information, including evidence to support the speaker's claims and conclusions and to determine the speaker's attitude toward the subject • Respond to persuasive messages with questions, challenges, or affirmations • Take notes which list key points of a speech or presentation • Make inferences or draw conclusions based on oral reports • Relate speaker's verbal communication (i.e. word choice, pitch, emotion, tone, purpose, and perspective) to non-verbal message (i.e. positions, gestures), analyzing the use of each

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SPEAKING	LISTENING
<ul style="list-style-type: none"> • Deliver summaries of articles and books that contain the main idea of the event/article plus the most significant details; use own words, except for material quoted from a source; and reflect the underlying meaning of the source, not just the superficial details • Deliver speeches, demonstrating an ability to shape information and to appeal to interests and background knowledge of the audience members; arrange details, reasons, descriptions, and examples effectively and persuasively in terms of the needs and interests of the audience; and use explicit techniques for effective presentation, including voice modulation, inflection, tempo, enunciation, and eye contact • Support important parts of speeches with detailed evidence, visuals, or media displays • Make narrative presentations which develop a standard plot line (beginning, conflict, rising action, climax, denouement); develop complex major and minor characters and a definite setting; and use a range of appropriate strategies, such as dialogue, suspense, naming, and specific narrative action (i.e. movement, gestures, expressions) • Make persuasive presentations that state a clear position or perspective in support of a proposition or proposal and describe the points in support of the proposition, employing well-articulated evidence 	<ul style="list-style-type: none"> • Analyze the rhetorical devices used in oral and media messages for their intent and effects (cadence, repetitive patterns, use of onomatopoeia) • Identify and analyze persuasive techniques used in oral presentations and media messages, noting false and misleading information • Provide feedback to speakers concerning the effectiveness of their content, delivery, and overall impact upon the audience

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SPEAKING	LISTENING
<ul style="list-style-type: none">• Make research reports which pose relevant and tightly drawn questions about the topic; convey a clear and accurate perspective on the subject; include evidence generated through the formal research process (i.e. card catalogue, Reader's Guide to Periodical Literature, computer catalog, magazines, newspapers, dictionaries); and credit reference sources• Recite memorized poems or literary/Scriptural passages using appropriate intonation, rate, volume, enunciation, and eye contact• Participate in dramatic activities such as role playing, improvisation, readers' theater, and choral reading	

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SPEAKING	LISTENING

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READING	WRITING
<ul style="list-style-type: none"> • Read for a variety of purposes, choosing independent reading material based on individual interests • Read aloud from a variety of texts • Determine and articulate the relationship between expressed purposes and characteristics of different forms of prose (short story, novel, novella, essay) • Identify and analyze the major characteristics of heroic and epic literature, comparing a variety of works within the genre • Read modern renditions of Medieval and Renaissance literature and contemporary novels set during those historical periods • Read and compare folk tales, fairy tales, fables and/or myths from the Middle East, India, China, Japan, Africa, and Central and South America • Use Scripture as reading material, identifying various literary styles (i.e. letters, psalms) • Analyze how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author • Analyze how a literary work reflects the historical context in which it was written 	<ul style="list-style-type: none"> • Write for a variety of purposes (i.e. letters, editorials, poems, narratives, reports) and choose the appropriate form for writing purpose • Write regularly and frequently in all content areas • Use a process for composing which includes prewriting, drafting, revising, proofreading, and publishing • Write quality compositions of at least five paragraph length which include an introduction that arouses the interest of the reader and makes clear the purpose of the piece; develop the main idea with appropriate and accurate support; include a summarizing conclusion; and demonstrate the use of proper mechanics • Create an organizing structure that balances all aspects of the piece and makes effective transitions between sentences and ideas to unify key ideas • Write "showing" as well as "telling" paragraphs • Use specific details and choose exact verbs, nouns, and adjectives to paint a visual image in the mind of the reader • Differentiate between formal and informal usage and use each appropriately • Use newly acquired vocabulary in written expression
READING	WRITING

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| <ul style="list-style-type: none">• Analyze stories of similar human experiences across cultures• Recognize moral and ethical dilemmas faced by characters in literature• Identify significant literary devices such as metaphor, symbolism, dialect, irony, and climax and use those elements to interpret literary works• Read and perform scenes from plays, demonstrating an understanding of basic stage terms (i.e. actor, actor positions, character, role, props, monologue, stage areas), performance goals (i.e. gesture, visibility, facial expression, energy), and voice goals (i.e. rate, clarity, projection, pitch, expression)• Locate incidents which advance the plot and determine how each incident gives rise to the next or foreshadows a future event• Analyze characterization as delineated through a character's thoughts, words, speech patterns, and deeds; the narrator's description; and what other characters think, say, and do about him/her• Compare recurring themes across works, distinguishing theme from topic• Relate literary themes to personal experience• Relate literary themes to the Christian experience | <ul style="list-style-type: none">• Write specialized expository essays (descriptive, persuasive, explanatory, informative) that state the thesis or purpose of the paper and/or describe the situation and follow an organizational pattern particular to its type• Write narrative accounts that develop a standard plot line (beginning, conflict, rising action, climax, denouement); develop complex major and minor characters and a definite setting; use a range of appropriate strategies such as dialogue, suspense, naming, and specific narrative action (i.e. movement, gestures, expressions)• Write persuasive essays that state a clear position or perspective in support of a proposition or proposal and describe the points in support of the proposition, employing well-articulated evidence• Write summaries that contain the main ideas of the event/article plus the most significant details; are written in own words, except for material quoted from the source; and reflect the underlying meaning of the source, not just the superficial details• Write research reports that pose relevant and tightly drawn questions about the topic; convey a clear and accurate perspective on the subject; include evidence generated through the formal research process (i.e. card catalogue, Reader's Guide to Periodical Literature, computer catalogue, magazines, newspapers, dictionaries); and credit reference sources and use a bibliography• Write poetry, experimenting with different styles |
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READING	WRITING
<ul style="list-style-type: none"> • Analyze how mood or meaning is conveyed in poetry through word choice, figurative language, and the use of sentence structure, line length, punctuation, rhythm, repetition, and rhyme • Connect the content and ideas in an informational selection, identifying their relationship with one another and to related topics • Employ critical thinking strategies to evaluate the coherence, logic, internal consistency, and organizational patterns in an informational text and to identify and analyze the author's point of view or perspective on the text • Distinguish among facts, supported inferences, and opinions, noting bias, unsupported inferences, fallacious reasoning, and propaganda techniques in information sources • Continue to use several reading strategies to gain and clarify meaning including rereading, notetaking, journal responses, out-lining, and summarizing • Use textual information to support opinions • Understand and use the text features of informational materials that make data accessible and usable, such as format, sequence, level of diction, and supporting details 	<ul style="list-style-type: none"> • Write responses to literature that develop an interpretation which exhibits careful reading, understanding, and insight; organize the interpretation around a clear idea, premise, or image; and develop and justify the interpretation through sustained use examples and textual evidence • Revise writing to improve organization, consistency of point of view, and word choice after self-evaluating for logic of ideas and precision of vocabulary; evaluating advice of peer/adult editing; and incorporating peer/adult editing advice into essays as appropriate • Revise writing to improve mechanics and spelling • Engage in peer editing by explaining to other student in writing what is good about their writing and by making useful, well thought out suggestions to help other student with their writing (i.e. where more information is needed in an essay, what is not clear in an essay) • Use rubrics to establish standards for quality and to evaluate written work • Compile notes with clear evidence of organizational pattern (i.e. graphic organizers, webs, outlines) • Identify topics, ask questions, and develop ideas leading to inquiry, investigation, and research

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READING	WRITING
<ul style="list-style-type: none"> • Access information for research through a variety of print and electronic media including computer card catalogues, on-line data bases, and electronic almanacs and encyclopedias • Use organizational features of electronic text such as bulletin boards, databases, keyword searches, and e-mail addresses to locate information • Use telecommunications to locate and correspond/ collaborate with peers and subject-matter experts involved in similar studies • Use school and public libraries to locate material for research and recreational reading • Interpret information from illustrations, maps, diagrams, graphs, and charts • Identify and use the structural features of newspapers, magazines, and editorials to gain meaning from text • Develop vocabulary skills by acquiring and using new vocabulary; using word roots and affixes as a comprehension tool; understanding the difference between the literal and figurative language; inferring word meanings through the identification and analysis of analogies and other word relationships; and recognizing and employing foreign words commonly used in English 	<ul style="list-style-type: none"> • Support all statements and claims with anecdotes, descriptions, facts and statistics, and/or specific examples • Demonstrate responsible and ethical use of information resources and technology • Give credit for both quoted and paraphrased information used in research papers using a consistent and sanctioned format and methodology for citation, generally Modern Language Association (MLA) documentation style in the humanities and American Psychological Association (APA) documentation style in the sciences • Identify all parts of speech • Identify and use all types and structures of sentences • Identify and eliminate sentence fragments and run-ons • Use consistent and appropriate verb tense • Use appropriate subject-verb agreement with compound subjects and indefinite pronouns • Use infinitives and participles • Identify active and passive voice • Identify and use pronouns with antecedent reference

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READING	WRITING
<ul style="list-style-type: none"> • Evaluate film as a literary work by summarizing plot, creating character sketches, and discussing a director's use of special effects/details of setting to create mood • Analyze how visual images influence our thinking and values • Recognize persuasive and propaganda techniques used in television and radio, identifying false and misleading information • Interpret the "stories" of representational artwork • Interpret advertisements by distinguishing among fact, supported inference, and opinion, noting bias, unsupported inferences, faulty reasoning, and propaganda techniques 	<ul style="list-style-type: none"> • Use properly placed modifiers • Use effective coordinate and subordinate clauses to express complete thoughts • Use hyphen, dash, brackets, or semi-colon between two clauses of a compound sentence when not joined by a conjunction • Use appropriate punctuation including commas at the end of a dependent clause and quotation marks with introductory, concluding, and interrupting expression • Use correct capitalization • Spell derivatives correctly by applying the spellings of bases and affixes • Use dictionary and spell check appropriately • Write legibly in cursive and manuscript, taking care to distinguish between upper and lower case letters • Use technology tools including word processing, draw/paint, and multi-media to organize and present information and ideas • Compose documents with appropriate formatting, using word-processing skills and principles of design (i.e. margins, tabs, spacing, columns, page orientation)

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READING	WRITING
	<ul style="list-style-type: none">• Use simple databases, spreadsheets, charts, and graphs to manage information and create reports• Create age-appropriate media productions for display or transmission of information (i.e. videotape, audiotape, multimedia computer presentations)

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