



Language Arts 7

Course Outline

Course Overview

“English Language Arts is a foundational curriculum that equips students with the language and literacy skills they will need for success in school, community, career, and life. It provides students with the opportunity to become effective communicators, to develop and express their own ideas, and to think deeply and critically about the ideas of others.” (BC’s New Curriculum, Retrieved September 18, 2020, from <https://curriculum.gov.bc.ca/curriculum/english-language-arts/core/introduction>)

In English Language Arts 7 students are required to complete seven units: personal focus, poetry (finding your voice), song study, poem study, persuasive writing, novel study, and story writing.

Course Content

Unit	Content	Estimated Time
Personal Focus	Writing autobiography, creating coat of arms, and recording interview.	15 hrs
Poetry (finding your voice)	Writing diamante, acrostic, haiku, and limerick poems.	20 hrs
Song Study	Reflect on favourite song, analysis of “Wavin’ Flag” and social anthems assignment.	15 hrs
Poem Study	Poetry reading, identifying literary devices, and identifying theme.	15 hrs
Persuasive Writing	Everyday persuasion, persuasion techniques, and persuasive essay.	20 hrs
Novel Study 1 & 2	Personal response, word study, plot project, character study, and extending the story.	30 hrs
Story Write	Idea brainstorm, identifying story types, setting, character, theme, personification, writing draft, revising, and publishing story.	25 hrs

The prescribed learning outcomes for this course are available at: [English Language Arts 7](#)

Course Materials

There is no textbook issued for this course. Instead, lessons are provided on moodle.

Assessment Information

Personal Focus	10%
Poetry (finding your voice)	15%
Song Study	10%
Poem Study	10%
Persuasive Writing	17%
Novel Study 1 & 2	20% (10% each)
Story Write	18%

When students are not meeting the learning outcomes/ falling behind

When students fall behind the expected pace or plan, they will be contacted via email or phone and if there is no improvement or response, parents will also be contacted. If deemed necessary, contact with the student's home school may also occur to help determine a solution.

Students are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support learning. The course teacher will also provide feedback on course work to support learning and help students improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Students falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, the student may be given an alternate completion date.

Expectations

- Adhere to the EBUS Academic Integrity Policy
- Contact your teacher when help is needed
- Review feedback from assignments and tests, where applicable
- Work to complete the course in a timely manner
- Communicate respectfully
- Review progress reports

Reporting to Parents

There are four term report cards that can be downloaded from the student dashboard. A notice will go out when these report cards are available.

The teacher will send out progress reports showing the student's progress, on a regular basis.

Contacting Your Teacher

You can contact me, Mr. Han at: jmhan@sd91.bc.ca

