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| **UNIT ONE** | **UNIT TWO** |
| **Voices Through the Ages – Reconstructing the Past (suggested)**  **Other Possible Units:**   * Building a Better World * Young People in History * Heroes Gallery   **Themes**   * Social, Cultural, & Historical * Looking outward * Examining relationships with others, community, and the world * Reflect on self and life * Reflect on beliefs and values of self and community | **Mysteries, Uncanny Incidents, and Unusual Happenings (suggested)**  **Other Possible Units:**   * Imagined Worlds * Actions and Reactions   **Themes**   * Imaginative & Literary * Consider imaginary worlds and possibilities |
| **Questions for Deeper Understanding**   * What was life like for people in the past? * How do scientists and historians reconstruct past lives of people? * What is important for us to know about the deeds and actions of people who lived in other times and places? * What lessons can we learn from reconstructing the past lives of people? | **Questions for Deeper Understanding**   * What are some of the unsolved mysteries and unexplained events of our world? * Why do people find mysteries fascinating? * What is there about people that lead them to pursue a mystery? * What makes a good mystery story, play, or poem? |
| **UNIT THREE** | **UNIT FOUR** |
| **Participating and Giving Our Personal Best (suggested)**  **Other Possible Units:**   * Finding the Courage * Exploring Thoughts, Feelings, and Ideas   **Themes**   * Personal & Philosophical * Looking inward * Focusing on self-image and self-esteem * Reflect on self, life, and on beliefs and values of society | **Doing Our Part for Our Planet Earth (suggested)**  **Other Possible Units:**   * Think Outside the Box * Taking Action   **Themes**   * Environmental & Technological * Explore elements of the natural and constructed world * Explore the role of technology and related developments in society |
| **Questions for Deeper Understanding**   * Who do you admire and respect? Why? * When are you at your best? What are you doing? * What would happen if you used all of your natural talent? * What makes participating in an activity appealing? * When and how does an activity or challenge bring out the best in you? * What do you need from others to do your personal best? * Are you currently doing your best? What do you need to do so you will have no regrets? | **Questions for Deeper Understanding**   * How do we depend on the environment? * What are some problems facing the environment? * What do you think will happen to the environment during your lifetime? * Of all the ways that we may be doing harm to the Earth, which concerns you most? * Why should people care about the environment? * What are some things that you and your peers can do to show your respect and care for the environment? |
| **UNIT FIVE** | **UNIT SIX (optional)** |
| **Lighten Up! - On the Funny Side (suggested)**  **Other Possible Units:**   * Thinking for Oneself * It’s Showtime!   **Themes**   * Communicative * Consider the role of communication in their lives * Consider the ideas and technologies that help people become effective communicators | **Finding the Courage**  **Other Possible Units:**   * Participating and Giving Our Personal Best * Exploring Thoughts, Feelings, and Ideas   **Themes**   * Personal & Philosophical * Looking inward * Focusing on self-image and self-esteem * Reflect on self, life, and on beliefs and values of society |
| **Questions for Deeper Understanding**   * Do we sometimes take life too seriously? * What makes something funny to one person and not funny at all to someone else? * Why do people laugh when they have heard a good joke or story of misadventure? * How do words, punchlines, visuals, movements, gestures, and facial expressions create humour? * Why is humour often a matter of individual or community preference? | **Questions for Deeper Understanding**   * When have you needed courage in your life? * Do you believe that you have the ability to do anything you want to do in life? Do you have a vision for your future? * What can we learn about courage from characters, both real and fictional, who triumph through determination, talent, or strength? * Is it courageous sometimes to simply decide not to do something? |

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| MUST DO WRITING/REPRESENTING | MUST DO READING | POPULAR READING CHOICES |
| * Various visual, oral, written, multimedia texts (CC 7.1) * Narrative * Descriptive * Expository * Persuasive * Teacher-guided inquiry project (CC 7.2) * Visual and Multimedia Presentations (CC 7.5) * Group Discussion (CC 7.6) * Oral Speech (CC 7.7) * Description of a person (CC 7.8) * Narration of imaginary incident or story (CC 7.8) * News story (CC 7.8) * Factual Account (CC 7.8) * Business Letter (CC 7.8) * Variety of text forms (CC 7.9) * Multiple-paragraph compositions of at least 500-700 words * Narrative * Expository, Informational, Procedural * Descriptive * Persuasive | **Literary**  130-170 wcpm orally  170-220 wcpm silently | **Short Stories**   * Some Days You’re the Puppy * Haunted Canada: True Ghost Stories * The Lakes of Ontario * Avalanche * Breaking Free: The Story of William Kurelek * Red’s Mail Call * Thank You, Uncle Ben * Introducing Norbert * The Magic Baseball Card * Triumph of the Mind * An Island of My Own * *See Anthologies below*   **Novels**   * Camp X * Hatchet * Trapped in Ice * Clara’s War * The Waterstone * Ghost Hotel * Andrei and Snow Walker * Adventures in the Tunnels of Moose Jaw Series * The Thief Lord * Touching Spirit Bear * The Hydrofoil Mystery * The Caged Animal at Night * Cowboys Don’t Cry * Cowboys Don’t Quit   **Plays**   * Harriet Tubman * Confessions of a Gamer * Five Minutes to Change the World * The Mystery of the Stone Statues * Trifles (full-length) * Finn McCool * The Hodja Speaks * Ride the Fear   **Poetry**   * My Choice, My Voice: Who Do I Want to Be? * Birdfoot’s Grampa * A Strange Visitor * Any My Heart Soars * Cooks Brook * As Soon As I Find Out Who I am You’ll Be the First to Know * I am the Mummy Heb-Nefert * Quips and Quotes * A Dragon’s Lament * Independent Means * Casey at the Bat   **Non-Fiction/ Informational**   * Acts of Courage: 17 Heroes Who Won the Cross of Valour * Jungle Island: My South Sea Adventure * The Westray Tragedy: A Miner’s Story * Revenge of the Whale: The True Story of the Whaleship Essex * My Childhood Under Fire: A Sarajevo Diary * The Real Winnie: A One-of-a-Kind Bear * Bobbie Rosenfeld: The Olympian Who Could Do Everything   **Anthologies**   * Crossroads 7 * Sightlines 7 * ResourceLines 7/8 |
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| COMPREHEND & RESPOND | |
| OUTCOME | **I CAN STATEMENTS** |
| CR 7.1  View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy | * I can view, listen to, read, comprehend, and respond to a variety of texts |
| CR 7.2  Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading | * I can choose and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading |
| CR 7.3  Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning when viewing, listening, and reading | * I can use language cues and conventions to help me understand when viewing, listening, and reading |
| CR 7.4  View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features (e.g., circle graphs) and complex ideas including the visual components of media such as magazines, newspapers, websites, reference books, graphic novels, broadcast media, videos, and promotional materials. | * I can view, respond to, and interpret visual and multimedia texts that have specific features and have complicated ideas with lots of visual components |
| CR 7.5  Listen critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media). | * I can listen carefully to understand, judge, and analyze oral information and ideas from different texts. |
| CR 7.6  Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures. | * I can read and show my understanding and interpretation of a variety of grade-appropriate texts for fiction, poetry, and plays from First Nations, Métis, and other cultures. |
| CR 7.7  Read independently and demonstrate comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials, and websites. | * I can read independently and show that I understand a variety of informational texts. |
| CR 7.8  Read Grade 7 appropriate texts to increase fluency (130-170 wcpm orally; 170-220 silently) and expression. | * I can read Grade 7 appropriate texts to increase fluency, both orally and silently. * I can read with expression. |

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| COMPOSE & CREATE | |
| OUTCOME | **I CAN STATEMENTS** |
| CC 7.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World). | * I can create various visual, oral, written, and multimedia texts, |
| CC 7.2  Create and present a teacher-guided inquiry project related to a topic, theme, or issue studied in English language arts. | * I can create and present a teacher-guided inquiry project related to an ELA theme. |
| CC 7.3  Select and use the appropriate strategies to communicate meaning before (e.g., planning and organizing ideas to fit format), during (e.g. using transition words), and after (e.g., revising to eliminate unnecessary repetition) speaking, writing, and other representing activities. | * I can select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. |
| CC 7.4  Use pragmatic (e.g., use language that demonstrates respect for others), textual (e.g., use common organizational patterns within texts), syntactical (e.g., ensure agreement of subjects, verbs, and pronouns), semantic/lexical/ morphological (e.g., avoid overused and misused words), graphophonic (e.g., enunciate clearly), and other cues (e.g., use appropriate gestures and facial expressions) to construct and to communicate meaning. | * I can use language cues and conventions to help me communicate. |
| CC 7.5  Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects. | * I can create and present a variety of representations including visual and multimedia products. |
| CC 7.6  Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building). | * I can use oral language appropriately as I work with others in pairs, small groups, and large group situations. |
| CC 7.7  Use oral language to express effectively information and ideas of some complexity in formal and informal situations (e.g., a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization). | * I can successfully use oral language to express information and ideas that are a little complicated in both formal and informal situations. |
| CC 7.8  Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text. | * I can write to: describe a person; to narrate an imaginary story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and interpretation of a text. |
| CC 7.9  Experiment with a variety of text forms (e.g., meeting, presentation to adults, descriptive poem, opinion piece, a review, front page of a newspaper, short script) and techniques (e.g., dialogue, figurative language). | * I can experiment with different types of text forms and techniques. |
| ASSESS & REFLECT | |
| OUTCOME | **I CAN STATEMENTS** |
| AR 7.1  Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies. | * I can set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies. |
| AR 7.2  Appraise own and others’ work for clarity and correctness. | * I review my own and other’s work for clearness and correctness. |