

Grade 7 Language & Literature - English

Units of Study

UNIT 1:	OUR STORIES - (MEMOIRS AND MEMOIR WRITING)	Start: August 2018	Duration: 6 weeks/18 hours
<ul style="list-style-type: none"> • Concepts: Memoirs - Connections, Point of view, Self-expression, Style. • Subject Specific Skills: Students will consider how readers connect to texts of a personal nature (memoirs) and consider how they can document their life experiences creatively in their own writing and develop an appreciation of this style of writing. They will explore how this form of writing helps us better understand ourselves and others. • Learning Experiences: Students will read extracts from a variety of different memoirs and identify the characteristics of this text type. They will complete the writing process, creating a memoir of their own. 			
UNIT 2:	CONQUER - (TEXT STUDY – THE BREADWINNER)	Start: October 2018	Duration: 6 weeks/18 hours
<ul style="list-style-type: none"> • Concepts: Identity formation - Character, Context, Perspective • Subject Specific Skills: Students will consider the connection between a character’s context and their perspective. They will consider how identity is formed and track the development of a character by annotating a novel, developing note-taking skills and then planning and writing a literary analysis essay. • Learning Experiences: Students will complete character studies, select evidence to quote in their essay and develop their ability to write well-organized paragraphs, self-edit, peer-edit, and respond to teacher feedback. They will read extracts from both fiction and non-fiction for pleasure and purpose and be part of strategic reading and writing groups. 			
UNIT 3:	KEEP CALM AND MAKE A P.S.A. - (MEDIA UNIT)	Start: November 2018	Duration: 7 weeks / 21 hours
<ul style="list-style-type: none"> • Concepts: How forms of media such as Public Service Announcements and Advertising communicate messages to us using different techniques to influence and persuade. Communication, Audience Imperatives, Purpose. • Subject Specific Skills: Students will identify and analyze the techniques used in the media to persuade audiences, comment on the effectiveness of language and image choices. • Learning Experiences: Students will explore different advertisements and identify audience and purpose; identify, use and examine different persuasive techniques; analyze image as text, create a small group P.S.A campaign about an issue using and applying their knowledge of persuasive techniques. 			
UNIT 4:	ANOTHER WRITER, ANOTHER VOICE - (TEXT STUDY & PASTICHE WRITING)	Start: February 2019	Duration: 6 weeks/18 hours
<ul style="list-style-type: none"> • Concepts: Writing Style - effective and creative use of literary elements. Creativity, Style, Character, Setting, Theme • Subject Specific Skills: Students will explore how writing style is created; comment on the effectiveness of a writer’s choices and the effect they have on the reader. • Learning Experiences: Students will keep a reading journal where they comment on writer’s craft (use of diction, characterization); examine sentences from great writers and imitate their grammatical structure; plan and write an insert/continuation for a novel, emulating the style of a writer. 			
UNIT 5:	MIDSUMMER MADNESS - (TEXT STUDY/PERFORMANCE)	Start: April 2019	Duration: 6 weeks/18 hours

- **Concepts:** The theatre and language in Shakespeare's time; creating comedy on the stage; consideration of how comedy helps us understand the complexity of relationships
- **Subject Specific Skills:** Students will read to understand a complex plot; analyze key scenes and characters; identify sources of comedy; study and comment upon Shakespeare's use of dramatic techniques
- **Learning Experiences:** Students will listen to the play, watch a film version, hold discussion circles on key scenes, record a 3-5 minute literary commentary, and reenact a scene in small acting companies.

Grade 7 Language & Literature - English

Unit 1: 'Our Stories'

Start: August 2018

Duration: 6 Weeks (18 Hours)

LEARNING EXPERIENCES: In this unit, students will inquire into how readers connect to texts such as memoirs and consider how they can document their life experiences creatively in their own writing and develop an appreciation of this style of writing. They will explore how this form of writing helps us better understand ourselves and others. Students will read extracts from a variety of different memoirs and identify the characteristics of this text type. They will complete the writing process, creating a memoir of their own.

KEY CONCEPT: Connections

Related Concepts / Subject Specific: Point of view, Self-Expression, Style

STATEMENT OF INQUIRY:

Appreciation of a writer's point of view and style results in an enhanced connection between reader and writer.

INQUIRY QUESTIONS:

Factual:

What is a memoir?
What are the components of a memoir?

Conceptual:

Why do people write about themselves?
Is writing about your own life cathartic?
Memoir writing differs from other forms of writing.

Debatable:

Does writing about personal events influence others?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the content, context, language, structure, technique, and style of text(s) and the relationship among texts and justify opinions and ideas, using examples, explanations and terminology. [This criterion is not assessed in this unit].

B: Organizing

Employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Communication skills
Creative thinking skills

RESOURCES / LITERATURE OPTIONS:

- *My Family and Other Animals* - Durrell
- *Boy* - Dahl
- Various short story memoirs

SUMMATIVE ASSESSMENT TASKS:

1. Written Personal Memoir
Text purpose: to narrate/recount/entertain

Grade 7 Language & Literature - English

Unit 2: "Conquer"

Start: October 2018

Duration: 6 Weeks (18 Hours)

LEARNING EXPERIENCES: Students will consider the connection between a character's context and their perspective. They will consider how identity is formed and track the development of a character by annotating a novel, developing note-taking skills and then planning and writing a literary analysis essay. Students will complete character studies, select evidence to quote in their essay and develop their ability to write well-organized paragraphs, self-edit, peer-edit, and respond to teacher feedback.

KEY CONCEPT: Perspective **Related Concepts / Subject Specific:** Character, Context

STATEMENT OF INQUIRY: A character's identity is shaped by their context, perspective, and relationships

INQUIRY QUESTIONS:

Factual:

What is context?
What is perspective?

Conceptual:

How is identity formed?
How does age and experience change our perspectives?

Debatable:

Do we know who we are?
Are we good role models?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the content, context, language, structure, technique, and style of text(s) and the relationship among texts and justify opinions and ideas, using examples, explanations and terminology.

B: Organizing

Employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Thinking, Communication

RESOURCES / LITERATURE OPTIONS:

- *The Breadwinner* - Deborah Ellis
- *Parvana's Journey* - Deborah Ellis
- *Mud City* - Deborah Ellis
- Various non-fiction articles

SUMMATIVE ASSESSMENT TASKS:

1. Literary Analysis Essay
Text purpose: to analyse

Grade 7 Language & Literature - English

Unit 3: “Keep Calm and Make a P.S.A.”

Start: November 2018

Duration: 7 Weeks (21 Hours)

LEARNING EXPERIENCES: In this unit, students will identify and analyze the techniques used in the media to persuade audiences, and comment on the effectiveness of language and image choices. Students will explore different advertisements and identify audience and purpose; identify, use and examine different persuasive techniques; analyze image as text; create a small group P.S.A campaign about an issue using and applying their knowledge of persuasive techniques.

KEY CONCEPT:
Communication

Related Concepts / Subject Specific: Audience Imperatives, Purpose

STATEMENT OF INQUIRY:

Language and images are deliberately selected with the intention to evoke emotion, inform, and call to action.

INQUIRY QUESTIONS:

Factual:

What techniques are used to persuade audiences?
What are the elements of a PSA?

Conceptual:

How can we make a difference in our community?
How can we connect with and impact different audiences?
How can we use communication to advocate change?

Debatable:

Are we informing or persuading in PSAs? Is it the same thing?
Do differences in ethics or background impact PSAs?

**OBJECTIVES AND
ASSESSMENT CRITERIA:**

A: Analyzing

Analyze the content, context, language, structure, technique, and style of text(s) and the relationship among texts and justify opinions and ideas, using examples, explanations and terminology.

B: Organizing

Employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention. [This criterion is not assessed in this unit].

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Collaboration, Communication, Organization

RESOURCES / LITERATURE OPTIONS:

- Examples of PSAs in different forms of media
 - Print
 - Video
- Presentations

SUMMATIVE ASSESSMENT TASKS:

1. Creating a fully marketed PSA campaign

Text purpose: to inform/persuade

Grade 7 Language & Literature - English

Unit 4: “Another Writer, Another Voice”

Start: February 2019

Duration: 6 Weeks (18 Hours)

LEARNING EXPERIENCES:

In this unit, students will keep a reading journal where they comment on the writer’s craft (use of diction, characterization); examine sentences from great writers and imitate their grammatical structure; plan and write an insert/continuation for a novel, emulating the style of the writer.

KEY CONCEPT: Creativity

Related Concepts / Subject Specific:

Character, Theme, Point of view, Style

STATEMENT OF INQUIRY:

Taking inspiration from an author’s style allows a deeper understanding of the creative elements that shape perspective and style.

INQUIRY QUESTIONS:

Factual:

What stylistic choices can a writer make?

Conceptual:

What is writing style?
How can we become better writers?

Debatable:

Does our writing improve by imitating great writers?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the content, context, language, structure, technique and style of text(s) and the relationship among texts and justify opinions and ideas, using examples, explanations and terminology. [This criterion is not assessed in this unit].

B: Organizing

Employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Communication Skills
Information Literacy Skills
Creative Thinking Skills

RESOURCES / LITERATURE OPTIONS:

- *Crispin the Cross of Lead* - Avi
- *The Tale of the Despereaux* - Kate Di Camillo
- *The Island of the Blue Dolphins* - O’Dell
- *Tangerine* - Bloor
- *Stargirl* - Spinelli

SUMMATIVE ASSESSMENT TASKS:

1. Pastiche Writing

Text purpose: to narrate

Grade 7 Language & Literature - English

Unit 5: “Midsummer Madness”

Start: April

Duration: 6 Weeks (18 Hours)

LEARNING EXPERIENCES: In this unit students will listen to the play, *A Midsummer Night’s Dream*, watch film versions, hold discussion circles on key scenes, annotate extracts, record a 3-5 minute literary commentary and reenact a scene in small acting companies.

KEY CONCEPT: Creativity

Related Concepts / Subject Specific: Purpose, Self-expression

STATEMENT OF INQUIRY:

Comedy helps us express the complexity of human relationships.

INQUIRY QUESTIONS:

Factual:

When did Shakespeare live?
What is a comedy?
What are dramatic techniques?

Conceptual:

What is love?
What is conscious/subconscious knowledge?

Debatable:

The course of true love never runs smooth.
Getting married is the best path to happiness.
Social status is important.

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the content, context, language, structure, technique, and style of text(s) and the relationship among texts and justify opinions and ideas, using examples, explanations and terminology.

B: Organizing

Employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention. [This criterion is not assessed in this unit].

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas. [This criterion is not assessed in this unit].

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately. [This criterion is not assessed in this unit].

ATLs:

Communication skills
Creative thinking skills

RESOURCES / LITERATURE OPTIONS:

- *A Midsummer Night’s Dream* by William Shakespeare

SUMMATIVE ASSESSMENT TASKS:

1. Oral Commentary
Text purpose: to analyse