THE ACADEMY FOR GIFTED CHILDREN - P.A.C.E.
CURRICULUM OUTLINE
GRADE 7 ENGLISH

Overall Expectations:
By the end of the course, students will:
- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.
- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and cueing systems to read fluently;
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.
- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Curriculum Content

Unit 1: Narrative Forms and Voices: An Introduction to the Elements of Fiction
- *Short Story Resource Package*
- analysis of themes
- construction and form of a short story
- creative and essay writing

Unit 2: William Shakespeare: The Nature of Heroism
William Shakespeare, *Julius Caesar*
- rhetorical speech
- written movie review

Unit 3: Prejudice: Building a More Just Society
Sandra Cisneros: *The House on Mango Street*
- discussion and analysis of themes, characterization, structure of the novel
- an examination of racism and social history
- quotation analysis
- *Poetry Resource Booklet*
- discussion of the language of poetry and poetic devices
- creative writing

Unit 4: Global Perspectives on Meaning
Yann Martel, *Life of Pi*
- an analysis of dreams and dream theory
- discussion of themes
- analysis of symbolism

Paulo Coelho, *The Alchemist*
- introduction to the Heroic Quest
- discussion of science vs. spirituality
- creative writing
- comparative analysis of the two novels in this unit
- genre analysis of a fable

Unit 5: The Use of Language
Michael Clay Thompson, *Word Within the Word, Volume 1*
- various vocabulary building exercises

Various Authors, *Poetry Resource Booklet: The Poetry of Racism; Canadian Poetry*
-analysis of poetic devices
-discussion of themes
- creative writing

Unit 6: Media Studies
Various sources including websites, magazines, posters, television
- comparison of various forms of media
- understanding points of view and the relationship to the intended audience

- create various media texts
- rhetorical speech

Assessment and Evaluation

	Term 1	Term 2	Term 3
Assessment of Learning (evaluation) *Weighting: Knowledge and Understanding: 20% Application: 20% Thinking & Inquiry: 30% Communication: 30%*	Creative Writing Paragraph Writing Discussion Evaluation	Presentation Essay Writing Discussion Evaluation Writing For Competition (Remembrance Day)	Quotation Analysis Essay Writing Presentation Writing for Competition (Commonwealth Essay Competition)
Assessment for Learning	Conferencing Group Work Homework Check Discussion	Performance tasks Discussion Group Work Homework Check	Conferencing Discussion Creative Writing Homework Check
Assessment as Learning	Self-reflection Discussion	Peer Evaluation Conversation	Self-reflection Peer Evaluation Conversation

Final Evaluation will be comprised of (Term 1 + Term 2 + Term 3) = 100%

Resources:
Short Story Resource Package
Cisneros, Sandra, *The House on Mango Street*
Martel, Yann, *Life of Pi*
Coelho, Paulo, *The Alchemist*
Shakespeare, William, *Julius Caesar*
Poetry Resource Book
Thompson, Michael Clay, *Word Within the Word, Volume 1*
Media: Film Versions of: *Caesar, Life of Pi* Supplementary Media: *Alice in Wonderland*; Various websites, magazines*, slideshows*