

## Scope and Sequence

### English 7 Online

Course Prerequisite(s): English 6

Special Facilities or Equipment Required: Novels: *My Name Is Seepetza & Petey*

<b>Curricular Competencies Overview</b>					
<i>Students are expected to be able to do the following:</i>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability	x	x			x
Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking			x	x	x
Synthesize ideas from a variety of sources to build understanding	x		x	x	
Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages			x	x	x
Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts		x		x	x
Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts		x	x		x
Recognize how language constructs personal, social, and cultural identity		x	x		x
Construct meaningful personal connections between self, text, and world		x	x	x	x
Respond to text in personal, creative, and critical ways		x	x	x	x

Understand how literary elements, techniques, and devices enhance and shape meaning		X		X	
Recognize an increasing range of text structures and how they contribute to meaning			X	X	X
Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view		X	X		X
Recognize the validity of First Peoples oral tradition for a range of purposes		X	X		X
<b>Content</b> <i>Students are expected to know the following</i>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
Exchange ideas and viewpoints to build shared understanding and extend thinking	X	X	X	X	X
Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences		X	X	X	X
Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message		X	X		X
Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation	X	X	X		X
Use and experiment with oral storytelling processes			X		X
Select and use appropriate features, forms, and genres according to audience, purpose, and message	X	X	X	X	X
Transform ideas and information to create original texts			X	X	X

## Unit Overviews

<b>UNIT 1 – Introduction</b>		
<b>Key Ideas &amp; Themes:</b> Language and text can be a source of creativity and joy.		
<b>Christian Perspective:</b> Assurance		
<b>Highlights of Unit Activities</b>	<b>Assessment strategies</b>	<b>Resources</b>
Thinking about thinking exercises Forum post about who we are	Thinking routines Participation in Forum	

<b>UNIT 2 – <i>My Name Is Seepeetza</i></b>		
<b>Key Ideas &amp; Themes:</b> How do our confrontations with justice and injustice help shape our identity? How do these confrontations influence the things we say and do? Exploring stories and other texts helps us understand ourselves and make connections to others in the world.		
<b>Christian Perspective:</b> Restoration, Community, Righteousness, Grace		
<b>Highlights of Unit Activities</b>	<b>Assessment strategies</b>	<b>Resources</b>
Novel study: <i>My Name Is Seepeetza</i> Examine personal perspective on residential schools Book review	Formative activities to interact with novel Forums to share Planning steps & feedback then summative assessment of book review	

UNIT 3 – Media and Stereotypes		
<b>Key Ideas &amp; Themes:</b> Media influences our perspective and may create stereotypes. Exploring and sharing multiple perspectives extends our thinking. Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		
<b>Christian Perspective:</b> Community, Righteousness, Servant		
Highlights of Unit Activities	Assessment strategies	Possible Resources
Consider media and stereotypes Satirical paragraph Novel study: <i>Petey</i> Create a PSA	Reflective formative quick write activities Steps to produce PSA with feedback Summative presentation & peer responses to PSA	

UNIT 4 – Poetry		
<b>Key Ideas &amp; Themes:</b> Who and what influence our self-identity? Exploring stories and texts helps us understand ourselves and make connections to others and to the world.		
<b>Christian Perspective:</b> Commissioned		
Highlights of Unit Activities	Assessment strategies	Possible Resources
Reading and responding to poetry Spoken word poetry Writing poetry	Participation in Forum discussions Steps with feedback in process of writing a summative piece of poetry	

<b>UNIT 5 – Memoirs</b>		
<b>Key Ideas &amp; Themes:</b> You can explore your memories, thoughts, and feelings to discover who you are. Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.		
<b>Christian Perspective:</b> Assured, Grace		
<b>Highlights of Unit Activities</b>	<b>Assessment strategies</b>	<b>Possible Resources</b>
Read and respond to a variety of memoir texts Write a personal memoir piece	Read and reflect then respond activities Scaffolded steps to writing a personal memoir with feedback throughout then summative assessment criteria	