

**GRADE SEVEN CURRICULUM PACKAGE: Enhanced Learning Class**  
**Language Arts/Social Studies Addendum**

The ELC program has several features designed to enhance and extend the grade level curriculum. Students will work in several groupings throughout the year (independently, in pairs or in small groups) in a project-based program. In addition to covering the curriculum, assignments are designed to be open-ended and integrated. This allows students to work at their own levels while making connections throughout the curriculum. Students will develop a multitude of skills such as researching, organizing their time and materials, coordinating group projects, public speaking and written communication skills in creative, true to life activities. We will be following the order of units in a similar manner as the rest of the school; however, some assignments will differ to reflect a greater breadth and/or depth of study. Some of the potential enhancements are detailed below:

**Term One**

• **LANGUAGE ARTS**

The students will be studying *King Lead* and *The Giver* by L. Lowry as well as completing an independent novel study. During their novel study, the students will analyze different elements of a novel, including character development, as well as the importance of setting and symbolism in a novel.

• **HISTORY**

The units covered in Term One include *New France*, *British North America* and *Conflict and Change*.

The *New France* unit will outline the reasons why settlers came to New France. The students will study the social, political, religious, and economic factors that shaped the colony. In addition, the students will describe how settlers and fur traders interacted with the First Nation peoples. The culminating task will be creating a museum style display that includes a model, poster(s) and oral presentation about European settlements in New France.

The focus on *British North America* will be on the conflict that occurred prior to Confederation. Students will explore the impact of the Loyalists in British North America, determine the causes and events of the War of 1812, and appreciate the endurance of a British controlled French colony. For this unit, students will research and present on an individual who is important to British North America.

For *Conflict and Change*, students will study the causes, personalities, and results of the rebellions of 1837–38 in Upper and Lower Canada in relation to themes of conflict and change. In addition, students will also investigate and compare methods of conflict resolution in both historical and contemporary situations.

**Term Two**

• **LANGUAGE ARTS**

The students will be participating in literature circles focused on Black History Novels. The students will also be analyzing poetry and short stories. The students will complete a research project on their favorite poet.

- **GEOGRAPHY**

The units covered in Term Two include *The Themes of Geographic Inquiry*, *Patterns in Physical Geography* and *Natural Resources*.

In *Themes*, students will explore Place/Location, Movement, Region, Interaction and Environment through a series of short assignments and to prepare a presentation promoting a community to potential residents. Assessment will be based upon the collection of these short assignments, and a poster combined with an oral portion for the final presentation.

In *Patterns in Physical Geography*, students will identify and explore the forces that produce geographic patterns, interpret these physical patterns and understand how these patterns affect people around the world. The culminating task will be for the students to make a news broadcast about a famous natural disaster.

In *Natural Resources*, students will describe how humans acquire, manage, and use natural resources. The students will research a particular resource and present their findings to the class as their culminating task.