

# English Language Arts 7

*Curriculum At A Glance*

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# English Language Arts 7

At a Glance Document

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Language is a primary instrument of thought and the most powerful tool learners have for developing skills, ideas, and insights; for giving significance to their experiences, and for making sense of the world and the possibilities within it. Language is learned through purposeful and powerful language processes designed around stimulating ideas and issues that are meaningful to learners. Language processes are:

- listening
- speaking
- reading
- viewing
- writing
- representing

The language processes, embedded in the outcomes, are interrelated and interdependent in that the use of one strengthens, supports, and extends the others. These processes are most effective as interdependent rather than discrete processes. The ability to respond to reading, listening, or viewing, is a lifelong process. The complexity, sophistication, and depth of response as well as the type of material to which learners are able to respond changes over time.

#### **Learning in Context:**

Language learning is most effective when it is learned in context rather than isolation. It is personal and intimately connected to individuality, developing out of learners' home language and their social and cultural experiences. Language learning is an active process of making meaning, that draws on all sources and ways of knowing that helps learners to understand cultures and express cultural identity. It is developmental in that learners continue to grow in flexibility and fluency in their language use over time. Thus, the design of the English language arts curriculum is structured using processes that support learners in developing and practising strategies in relation to comprehension and communication.

#### **English Language Arts:**

English language arts encompass the experiences, studies, and appreciation of language, literature, media, and communication. English language arts is taught through an integrated approach so that the interrelationship between, in, and among the (language) processes will be understood and applied by the learners to communicate, and to comprehend in a range of communication forms. Learners learn best when they are aware of the processes and strategies they use to communicate and make meaning to come to new understandings through inquiry-based learning. Adolescent learners must have opportunities to communicate their learning through various communication forms for specific audiences and purposes, and to consider their learning, strengths, and needs (metacognition). This approach is best addressed through careful planning that meets learners where they are with their language learning. This approach uses explicit instruction to scaffold learning opportunities that are meaningful, stimulating, and accessible to keep every learner engaged, challenged, and inspired. Through learning opportunities and experiences, learners develop language fluency, and become confident and competent language users in their learning environment, communities, cultures, and wider world.

Learners will **reflect** on how the cultures of communities, inclusive of the Mi'kmaq, Acadians, African Nova Scotians, and the Gaels, are expressed through a range of communication forms.

## Rationale

Learners will be given opportunities to examine a range of communication forms to explore cultural expressions. The relationship between language and culture is deeply rooted. Language is used to maintain and express culture and connects us with each other. Communication forms reflect learners' own cultures and provide a window into other cultures. Learners explore culture through cultural expressions, communications that result from the creativity of individuals and communities and include cultural content. Communication forms provide opportunities for learners to consider how expressions inform, influence, and sustain culture and identity. Learners explore a range of cultural expressions from many communities including oral, written, and visual communication forms. Through first voice communication forms, learners come to understand the richness and complexity of their own, local, and global cultures. This outcome is designed to be woven throughout the course and supports the development of language processes across all outcomes.

## Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

## Indicators

- **Investigate** ways in which [communication forms](#) are an expression of culture and identity (COM/CT)
- **Compare** a range of voices and perspectives from within a culture (CZ/COM/CT)
- **Comprehend** cultural expressions using speakers'/writers'/producers' choices (COM/CI/CT)
- **Investigate** how [communication forms](#) vary or look the same across cultures (COM/CI/CT/TF)

## Concepts (and Guiding Questions)

### Expressions of Culture

- What cultural expressions do I see in my community?
- How can I discover more about my culture through communication forms?
- How can I express my identities and cultures through communication forms?
- How do I see culture expressed in oral communication forms?

### Voices and Perspectives

- Why is it important to consider communication forms created by people from within the culture?
- Why is it important to consider many voices and perspectives from within a culture?
- How do voices and perspectives vary or look the same within a culture?
- How do people use oral communication to express their perspectives and experiences?

### Speakers'/Writers'/Producers' Choices

- What choices does the speaker/writer/producer make in their cultural expression?
- Why is it important to learn about the culture before considering cultural expressions?
- How do the speakers'/writers'/producers' choices help me to understand their message?
- How does talking with others help me to understand what I hear, read, and view?
- How can I use my listening, reading, and viewing strategies to understand the message?

## Cross-Cultural Communication

- How do cultures influence each others' communication forms?
- How can communication forms from another culture relate to me?
- What similarities do I see in communication forms from various cultures?

## Skills

### Reflect

Ask questions of experiences and/or concepts; Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; Evaluate perceptions and perspectives in relation to experiences and/or concepts; Synthesize perceptions, and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

### Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

### Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

### Comprehend

Determine the overall meaning of the message and identify the details; identify the author's purpose; use active listening, reading, and viewing strategies; communicate findings.

## Learners will plan oral, written, and visual personal and critical responses, in relation to audience and purpose.

### Rationale

Learners are unique and will explore personal interests and share experiences, leading to self-discovery and making connections with others. By engaging with communication forms through inquiry questions, learners will have opportunities to develop a sense of inquiry, wonder, exploration, and discovery. Learners will also explore the importance of supporting their ideas and responses with evidence to sustain coherent arguments. They will use questions to clarify and expand upon the interpretation and meaning behind others' ideas. Learners will investigate the relationship between their communication forms, audience and purpose when planning personal and critical responses.

### Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

### Indicators

- **Compare** the characteristics of [personal](#) and [critical responses](#) (COM/CT)
- **Question** personal and critical interpretations of perceived messages from a variety of [communication forms](#) (CZ/COM/CI/CT)
- **Investigate** how [ideas](#) for [personal](#) and [critical responses](#) can be developed (COM/PCD/CI/CT)
- **Investigate** the relationship between audience and purpose, and the chosen [communication form](#) (COM/CT)
- **Analyse** how supporting details support [ideas](#) and responses (COM/PCD/CI/CT)

### Concepts (and Guiding Questions)

#### Personal and Critical Responses

- How is a personal response different from a critical response?
- How do I question and respond to a text personally?
- How do I question and respond to a text with a critical lens?
- Why is it important to understand the difference between personal and critical responses?

#### Communication Forms

- Why should I question my interpretations of perceived messages?
- How do my perspective and experiences influence my understanding of communication forms?
- How do my interpretations change depending on the communication form?
- How do my interpretations influence my understanding of communication forms?

#### Ideas

- Where do my ideas come from?
- How do I develop my ideas?
- How does talking to others help me to generate and develop my ideas?
- How do I generate ideas using a range of mentor texts?
- How can I generate and develop my ideas using my imagination?

#### Audience and Purpose

- How do I identify my audience and purpose?
- Why do audience and purpose need to be considered?
- How does my response change depending on audience and purpose?

## Supporting Details

- Why are supporting details significant?
- How do others use details to support their ideas and responses?
- How do I select details to support my ideas and responses?
- How do I know if my supporting details are relevant and accurate to my ideas and responses?

## Skills

### Plan

Formulate- Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Devise a process to solve the problem; execute the steps, modifying as necessary.

### Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

### Question

Generate questions in response to increasingly complex problems and/or issues. Choose and develop a specific inquiry question to investigate.

### Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives and communicate findings.

### Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives, communicate findings.



## Learners will create oral, written, and visual communication forms for a range of audiences and purposes.

### Rationale

Learners will be given opportunities to develop and articulate their voices by exploring the creative processes for writing, designing, and researching in a variety of communication forms. Learners are provided opportunities to create, revise, and edit texts. They develop an understanding that consideration of audience and purpose influences the choice of communication forms.

### Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

### Indicators

- **Investigate** how [ideas](#) can be developed when creating oral, written and visual [communication forms](#) (COM, CT, CI, TF)
- **Apply** [writing](#), [design](#), and [research](#) processes (COM/CI/TF)
- **Select** a [communication form](#) that responds to an audience and purpose (COM/CI/CT)
- **Apply** [revision](#), [editing](#), and proof-reading strategies appropriate to a range of [communication forms](#) (COM, CT, TF)
- **Analyse** processes for publishing and sharing chosen [communication forms](#) (COM/TF)

### Concepts (and Guiding Questions)

#### Ideas

- How do text and visuals shape ideas?
- How can I use my experiences to help me to develop my ideas?
- How do I use imagination to develop my ideas?

- How can exploring [author's craft](#) in a range of texts help me to develop my ideas?
- How does the selected communication form influence how my ideas develop?
- How can others' ideas help me develop my ideas?
- How do I use research to develop ideas?

### Writing, Design, and Research Processes

- How can talking with others lead me to examine and inform my creative processes?
- How do I use the writing process to create effective communication?
- How do I know when to use the design process?
- How do I use the design process to modify my work?
- How do I use the research process to develop and support ideas?

### Communication Forms in Relation to Audience and Purpose

- Why do my audience and purpose need to be considered when choosing a communication form?
- How do I choose the communication form that will best suit my message for my audience and purpose?
- Why is it important to experiment with different communication forms?
- How can I discover and experiment with communication forms that are new to me?

### Revision, Editing, and Proofreading Strategies

- Why are conventions important in communication?
- What revision, editing, and proofreading strategies do I use?
- How can I develop my revision, editing, and proofreading strategies?

- What are the differences between revising, editing, and proofreading?
- Why is revising, editing, and proof-reading my work important?
- How does feedback inform my revising, editing, and proofreading?

## Publishing and Sharing

- What are the different processes for publishing work?
- What are the different processes for sharing the chosen communication form?
- What publishing process works best for me?
- How does my audience determine how I choose to publish and share my work?
- What processes can I use to ensure that what I publish and share is my own intellectual property?

## Skills

### Create

Develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications.

### Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives and communicate findings.

### Apply

Carry out, use, or complete a procedure/ technique.

### Select

Locate several relevant and dependable details to support an answer.

### Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives, communicate findings.

## Learners will implement speaking and writing strategies for effective communication in relation to audience and purpose.

### Rationale

Learners are engaged in a significant process from the development of an idea to its presentation. Communication begins with learners' own identities, including home languages and cultures. They draw upon multiple strategies to effectively communicate. Learners explore organizational structures, language use, and conventions when conveying a message for a specific audience and purpose. Learners are offered opportunities to monitor and evaluate strategies for clarity and precision of communication.

### Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

### Indicators

- **Evaluate** the [effectiveness of communication](#) strategies in relation to audience and purpose (COM/CI/CT)
- **Investigate** how [language use](#) can impact communication (COM/TF)
- **Investigate** how [accuracy, reliability, validity, and bias](#) are used to influence personal communication (COM/CI/TF)
- **Select** [organizational structures](#) and devices for intended audience and purpose (COM/PCD)
- **Apply** [conventions](#) for intended audience and purpose (COM/PCD)

### Concepts (and Guiding Questions)

#### Communication Strategies

- What makes an effective communication strategy?
- How can observing [author's craft](#) in a range of mentor texts help me to determine effective communication strategies?
- How can I use oral and written communication strategies for my audience and purpose?
- Why is it important to use a variety of communication strategies?
- How do I know if my communication strategies are effective?
- Why do communication strategies change depending on audience and purpose?

#### Language Use

- How does language use (voice, word choice and sentence style) influence communication?
- How do I modify my language based on audience and purpose?
- How can I develop my strategies for language use?

#### Accuracy, Reliability, Validity, and Bias

- Why is it important to use accurate information in my communications?
- How does valid information strengthen ideas in my communications?
- How can asking questions help me to identify reliable sources?
- How do my experiences influence my communication?
- How can I recognize if I favour a certain idea or perspective?
- Why is it important to recognize that I favour a certain idea or perspective?

## Organizational Structures and Devices

- Why would I use organizational structures and devices in my work?
- How do I use organizational structures and devices to effectively organize my communications?
- How do I use a variety of transitional devices in my communication forms?
- How can I choose organizational structures and devices to best suit my audience and purpose?
- How can I choose text features to organize my communications?
- How does the communication form influence my choice of organizational structures and devices?

## Conventions

- How do conventions (spelling, grammar, punctuation) contribute to effective communication?
- How does knowing the audience and purpose influence the use of conventions?
- How can I choose conventions for different communication forms?
- How can I develop my strategies for use of conventions?

## Skills

### Implement

**Select** - Locate several relevant and dependable details to support an answer

**Plan** – FORMULATE Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review processes and results from an inquiry; consider and communicate varying perspectives and alternative solutions; identify potential new problems and/or issues; justify decisions and/or findings.

**Apply** - Carry out, use or complete a procedure/ technique.

## Evaluate

Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions; Identify potential new problems and/or issues; Justify decisions and/or findings.

## Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives and communicate findings.

## Select

Locate several relevant and dependable details to support an answer.

## Apply

Carry out, use, or complete a procedure/ technique.

## Learners will comprehend a range of communication forms using listening strategies, reading strategies, and viewing strategies.

### Rationale

Learners make meaning from oral, visual, written, non-verbal, and technological communication to navigate a changing world. To make meaning, learners will consider who created the message, how and why it was constructed, as well as how perspectives influence the understanding of the meaning. Learners will also explore how their experiences and background knowledge influence their comprehension. Learners will have opportunities to use a range of listening, reading, and viewing strategies to make meaning.

### Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

### Indicators

- **Apply** active [listening strategies](#) for comprehending meaning in a range of [communication forms](#) (COM/CI/CT)
- **Investigate** how [reading and viewing strategies](#) are used in comprehension (COM/CT/TF)
- **Analyse** how [communication forms](#) influence comprehension (COM/CI/CT)
- **Reflect** on how perspectives influence comprehension of [communication forms](#) (COM/CT)

### Concepts (and Guiding Questions)

#### Active Listening Strategies

- Why is it important to practice active listening strategies?
- How do I use strategies to listen and understand?
- How can I be a more active listener?
- What do I do when my comprehension has broken down?

- How do my listening strategies change depending on the communication form?

#### Reading and Viewing Strategies

- How does talk inform my understanding of what I read and view?
- How do before/during/after reading and viewing strategies influence understanding?
- How do I know when my comprehension has broken down?
- What strategies can I use when I am not able to comprehend?
- How do my reading and viewing strategies change depending on the communication form?
- How can I use text to self/text/world connections to support comprehension?
- How can I develop and practice reading and viewing strategies to strengthen comprehension?

#### Communication Forms

- How do communication forms influence my understanding of the message?
- How can I select information from a variety of sources to help my understanding?
- How do I identify perspectives in what I hear, read, and view?

#### Perspective

- How do my experiences influence how I understand what I hear, read, or view?
- How does talking with others and hearing their perspectives influence my comprehension?
- Why is it important to consider a range of ideas and perspectives?
- How do ideas, perspectives, and information from the communication form influence my comprehension?

## Skills

### Comprehend

Determine the overall meaning of the message and identify the details; identify the author's purpose; use active listening, reading, and viewing strategies; communicate the findings.

### Apply

Carry out, use, or complete a procedure/ technique.

### Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives and communicate findings.

### Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives, communicate findings.

### Reflect

Ask questions of experiences and/or concepts; examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; evaluate perceptions and perspectives in relation to experiences and/or concepts; synthesize perceptions and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

## Learners will analyse the accuracy, reliability, validity, and bias in a range of written, audio, visual, and digital communication forms.

### Rationale

Learners are offered opportunities to examine multiple communication forms to recognize how [accuracy, reliability, validity, and bias](#) influence meaning. Learners will compare and question a variety of sources to develop a critical lens on what they hear, say, view, and write. Learners are mindful of their perspectives, and the perspectives of others in the analysis of texts.

### Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Technological Fluency (TF)

### Indicators

- **Select** reliable sources (CT/TF)
- **Compare** the accuracy of information from a variety of sources (CZ/COM/CT/TF)
- **Apply** strategies for choosing valid information from a range of [communication forms](#) (CZ/COM/CT/TF)
- **Investigate** how bias influences the message of [communication forms](#) (COM/CT/CZ/TF)

### Concepts (and Guiding Questions)

#### Reliability

- How do I know if a source is reliable?
- Why is it important to use reliable sources?
- What do I do if I am not sure if a source is reliable?

#### Accuracy

- Why is it important to use accurate information?
- How do I know if the information is accurate?

- How can comparing information from different sources help to determine accuracy?
- How can I use reliable sources to determine accuracy of new information?

#### Validity

- How do I know if the information is relevant to my question or idea?
- How do I know if information is appropriate in relation to a question or idea?
- How can valid information help to support a question or idea?

#### Bias

- Why should I question what I hear, see, and read?
- Why should I question what I think I know?
- How can I identify bias in communication forms?
- How do different perspectives impact my understanding of the message?
- How do I recognize when an author favours one perspective over another?

### Skills

#### Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives, communicate findings.

#### Select

Locate several relevant and dependable details to support an answer.

#### Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

#### Apply

Carry out, use, or complete a procedure/ technique.

**Investigate**

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives and communicate findings.