



**FIRST TERM CURRICULUM OUTLINE 2017-2018
GRADE 7**

<p>LANGUAGE (Mrs. Safi)</p>	<p>LITERATURE UNITS (READING, WRITING, SPELLING)</p> <p>In Class Novel Study – <i>The Giver</i> (Lois Lowry) This fascinating science-fiction is about a boy named Jonas who lives in a nameless community sometime in the future with no war, poverty, hate, fear, pollution, or disease- a utopian life. It is a world by itself with no choices at all. Throughout this novel study unit, students will critically analyze central thematic units throughout the text and will also explore connections with grammar, spelling and vocabulary development, creative writing and reading comprehension. Students will complete comprehension and journal entries to discuss their interpretations of the text, as well as practice their communication skills in group based read alouds and group chapter and theme studies. Students will complete a summative task activity to demonstrate their understanding of the text, its allegorical and literary devices as well as its lasting impact in the literary field.</p> <p>Poetry Unit – With the November 2017 deadline for Polar Expressions Poetry submissions, students will work on their poetic writing skills through an exploration of various poetic forms, devices and authors.</p> <p>Short Story Unit – With the end of November 2017 deadline for Polar Expressions Short Story submissions, students will be exploring their short story writing skills by examining a collection of short stories from various authors that employ different perspectives, plot structures, literary devices and themes.</p> <p>Critical Thinking and Reading - Students will be exposed to a variety of articles of current events and will be asked to analyze and discuss topics that impact themselves and their community. Students will be encouraged to bring topics to class and lead group discussions based on relevant events.</p>

<p>GRAMMAR (Mrs. Safi)</p>	<p>Elements of grammar are explored during the in class novel study, however, supplementary resources will be utilized to teach specific parts of speech and grammatical elements. The in class student resource used will be <u>Language Power Now</u>, and S & S Learning Materials. The main grammatical components covered are parts of speech, the sentence and its parts, paragraphs, and punctuation. Some of the grammar topics include; nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, interjections, kinds of sentences, subject/predicate, misplaced modifiers, types of phrases, clauses, parts of a paragraph (topic sentence, developing sentences, closing sentence), types of paragraphs (descriptive, persuasive, narrative, expository), capitalization, periods, abbreviations, commas, colons, semicolons, parentheses, dashes, hyphens, and quotation marks.</p>
<p>SPELLING (Mrs. Safi)</p>	<p>Spelling lists are derived from the Glencoe Language Arts <u>Spelling Power, Grade 7</u> and our novel <i>The Giver</i>. Students are assessed on all the spelling, the meaning of the words, and the part of speech. Assessments will be every two weeks. Students are encouraged to have the <i>Dictionary.com</i> app installed on their personal electronic devices for use in this class.</p>
<p>MATHEMATICS (Mrs. Safi)</p>	<p>This year in math class we will be using the Saxon Math Course 2, which will be supplemented with the Jump Program. Lessons, homework, and assessments will primarily be based upon the Saxon program.</p> <p><u>Lessons:</u> Students will continue to develop their mental computational skills by completing mathematical problem solving tasks without calculators. Math lessons are taught daily and supplemented with guided practice of the focus concept or skill.</p> <p><u>Homework:</u> Daily homework will often be a mixed review set containing further practice of the focus concept or skill as well as other skills learned throughout the Saxon program.</p> <p><u>Assessments:</u> Assessments include both formal and informal checks of learning. Written assessments will occur every five lessons. More informal assessment will take place on a daily basis through homework checks and guided practice in class.</p>
<p>GEOGRAPHY/ HISTORY</p>	<p>Grade 7 students will begin the year with a focus on physical geography. Students will learn about two geographic topics during the first term. They will look at The Themes of Geographic Inquiry and Patterns in Physical Geography.</p>

<p>(Ms. Sweet)</p>	<p>a) <u>Themes of Geographic Inquiry</u> Students will be introduced to foundational concepts, methods and skills of geographic study through an exploration of five essential themes in geography; location, environment, region, interaction, and movement. During this section students will investigate current local, national, or global environmental issues and events to extend their understanding of these themes.</p> <p>b) <u>Patterns in Physical Geography</u> Students will explore how physical features, climate, and vegetation interact to form patterns on the earth’s surface. They will investigate the natural forces that contribute to these patterns and identify and explore relationships between natural and human systems. Students will also analyze and explain a variety of human responses to the physical environment.</p> <p>c) <u>Natural Resources</u> Students will explore the many ways that people acquire and use natural resources, and the environmental impact of these actions. They will discover how factors such as demand and accessibility determine the importance of resources. They will also examine various ways in which human activity affects the sustainability of natural resources.</p>
<p>SCIENCE (Mrs. Safi)</p>	<p>Unit 1: Interactions in the Environment</p> <p>Throughout the unit, students will learn how living things depend on each other and how they interact with their environment. They will learn how Earth supports life. Most importantly, they will discover how humans fit into the natural world and the important role they play in keeping our planet healthy. The major concepts covered in this unit are:</p> <ul style="list-style-type: none"> • Ecosystems are made up of biotic (living) and abiotic (non-living) elements, which depend on each other to survive. • Ecosystems are in a constant state of change. The changes may be caused by nature or by human intervention. • Human activities have the potential to alter the environment. Humans must be aware of these impacts and try to control them. <p>Unit 2: Pure Substances and Mixtures</p> <p>In this unit, students will learn about different pure substances and mixtures in the world around them. They will investigate how to separate mixtures, and what the benefits of separation might be. Students will consider the choices involved in making, using, and disposing of many pure substances and mixtures. At the end of the unit, the students will apply their knowledge to discuss how people can solve pollution problems. The following major concepts will be studied in this</p>

	<p>unit:</p> <ul style="list-style-type: none"> • Matter can be classified according to its physical characteristics. • The particle theory of matter helps to explain the physical characteristics of matter. • Pure substances and mixtures have an impact on society and the environment. • Understanding the characteristics of matter allows us to make informed choices about how we use it.
<p>VISUAL ART (Mrs. Safi)</p>	<p>In visual art, students will continue to learn about the seven principles of art: line, form, shape, value, texture, colour, and space. They will have an opportunity for artistic, personal expression through a variety of structured activities including drawing, painting, sculpting, and mixed media creations. A focus this term will be studying sculptures and 3D forms.</p>
<p>PHYSICAL EDUCATION (Mr. Henderson)</p>	<p>Low organized Cooperative Games: full participation, understanding of rules, developing team play and strategies, developing strong sportsmanship and fair play attitudes.</p> <p>Soccer: static and non-static stretching, development of specific skills passing, dribbling and shooting. Playing modified games to reinforce skills. Playing mini sided games, 1v1, 2v1, to develop lots of touches. They will play full sided games to experience team tactics.</p> <p>Ultimate Frisbee: Skill development, eye hand coordination, skills passing and playing mini sided games to develop lots of touches. They will also play full sided games to experience team tactics.</p> <p>Fitness: Fitness boot camp where cardiovascular development will be implemented with strength and core exercises.</p> <p>Basketball: Manipulation skills-throwing, development of specific skills catching, passing, passing, dribbling and shooting. Playing modified games to reinforce skills. Playing mini sided games, 1v1, 2v1, to develop hand-eye coordination skills.</p>
<p>MUSIC (Mr. Kudera)</p>	<ul style="list-style-type: none"> • review key signatures (up to four sharps and flats) • identifying the quality and size of intervals • major and minor triads • instrumental music
<p>HEALTH & PEOPLE SKILLS (Mrs. Safi)</p>	<p>In health class, students will continue to build on the four main health topics: Healthy Eating, Personal Safety and Injury Prevention, Substance Use, Addictions, and Related Behaviours, and Human Development and Sexual Health. During the first term units, Healthy Eating and Personal Safety and Injury Prevention, students will focus on health topics such as body image, media influences, eating disorders, nutritional facts, stress, sleep, choices, nutritional needs, fitness, food labels, peers, time management, and goal setting.</p>

<p>FRENCH (Mr. Rodayan)</p>	<p>Grade sevens will explore the following skills and have them reinforced throughout the modular approach to the (entire) year:</p> <ul style="list-style-type: none"> - Use of simple and compound sentences (oral, writing) - Appropriate vocabulary (oral, writing) - Use and identification of various forms of writing in French (reading, writing) - Opinionated response to texts (oral, reading, writing) - Identification of main ideas (listening, reading) - Clear and confident interaction (oral, listening) <p>Unit One: <i>Memo Photos</i></p> <p>An introductory unit where the final project has students create a photo web to represent themselves and their personal preferences. They also write a description to accompany it. They are also required to present it orally to the class. Students are also graded on their listening skills to each presentation. Each phase of the unit provides students with guidance and support; each phase focuses on a particular aspect of the final project.</p> <p>A full and concise project guide will be gone over in class as well as sent home and posted to my website. (Under Homework/ Tests/ Projects)</p>
<p>DRAMA (Ms. Sweet)</p>	<p>In drama class, students will be applying different elements and conventions of drama to communicate feelings, ideas and stories. They will apply the critical analysis process to communicate ideas and feelings in response to a variety of drama works and experiences. They will also learn about a variety of drama and theatre forms, traditions and styles from the past and present, and their socio-cultural and historical contexts. Throughout the first term students will engage in dramatic games, improvisation, monologues, and dance. They will be reading scripts as well as writing and presenting scripts.</p>
<p>COMPUTERS (Mr. Kudera)</p>	<p style="text-align: center;">Unit 1: Internet Safety and Etiquette</p> <ul style="list-style-type: none"> • navigating safely on the internet • determining the validity of websites • securing passwords • logging into various accounts including personal folders on local and online networks • responsible use of personal email and devices <p style="text-align: center;">Unit 2: Microsoft Office</p> <ul style="list-style-type: none"> • exporting and merging elements between Office programs • using Excel for data analysis