

Term 1 Overview

Day- Grade 7

The following is an overview of the topics and concepts planned to be covered in Term One. It is possible, however, that not all of them will be covered. This is simply a guide.

Social-emotional

The students will be expected to use their agendas, follow schedule rotation and focus on organizational skills. The students are encouraged to take on leadership roles in the classroom and throughout the school.

Reading(novel studies, non-fiction reading, daily 5, literature circles, oral reading)

Big Ideas:

- exploring text helps us understand ourselves and make connections to others and to the world
- text can be understood from different perspective
- listening carefully helps us learning
- texts are created for different purposes and audiences

The students will:

- read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts
- respond to selections they read or view, by explaining connections (text to self, text to text, and text to world)
- select and use various strategies to confirm meaning, including, predicting, making connections, visualizing, asking and answering questions, making inferences and drawing conclusions, and determining the importance of ideas/events
- **Connecting:** The students will use background knowledge and personal experiences to create meaning.
- **Questioning:** The students will learn to ask both literal and inferential questions before, during and after the story to clarify meaning.
- **Visualizing:** The students will create multi-sensory images in the “mind-eye” while reading.
- **Importance:** The students will find the key ideas, sort through information in the text, select key ideas and remember them.
- **Inferences:** The students will fill in, for hypothesis and predict based on evidence in the text.

The students will listen to the novel “The Breadwinner” read by Ms. Day. The students will begin a whole class novel study based on the novel, Among the Hidden. The students will work on their oral reading skills, working on fluency and expression through grade appropriate literary texts. The students will work in small groups and complete literature circle activities. The students will participate in Daily 5 activities.

Writing:(sentence structure, grammar, paragraph writing)

The students will:

- write a variety of clear, focused written assignments for a range of purposes that demonstrate connections to personal experiences, ideas and opinions
- write clear developed ideas using effective word choice, sentence fluency, and organization
- understand and implement the writing process (brainstorm, draft, edit, revision, publish)

This term the students will begin the basics of the writing process. We will mainly work on paragraph writing. They will write a variety of types of paragraphs, such as: descriptive, narrative, expository. The students will work on sentence structure and grammar. The students will also write weekly in their journal as a free write to express thoughts and ideas.

Mathematics (Place value, order of operations, equations with one variable, factors and multiples, prime/composite numbers, fractions and basic math facts, math problems)

Big Ideas:

- Numbers can be represented in many forms and reflect different relationships
- Numeracy helps us to see patterns, communicate ideas and to solve problems

The students will:

- understand numbers greater than 1 000 000 and smaller than one thousandths
- understand factors, multiples, prime and composite numbers
- understand order of operations
- understand letter variable representation of number relationships
- understand improper fractions and mixed numbers
- be able to write numbers from smallest to largest from thousandths to billions
- understand greatest common factor and least common multiple
- learn the order of operations with whole numbers

Social Studies(Ancient Civilizations, Mapping)

Big Ideas:

- Geographic conditions shaped the emergence of civilizations
- Religious and Cultural practices that emerged during this period have endured and continue to influence people

The students will:

- complete a project on an Ancient Civilization with a partner and present that project to the class.
- read and complete comprehension activities on What in the World? Articles

Science(Human Body, Salmon run)

Big Idea:

- Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment

The students will:

- learn about the basic structures and functions of body systems

The students will complete a project on one of the following systems: excretory, reproductive, hormonal or nervous. They will ask a big question about one of the systems and present his project to the class.

French(basic conversation, greetings, vocabulary for food)

This term the students will study the basic vocabulary including greetings, calendar, colours, numbers, weather, feelings, basic conversation and they will study the vocabulary for food. The grade sevens will be expected to use the “er” manger in addition to the basic food vocabulary. The students will learn through written assignments, oral activities, and games. Evaluation/Assessment: participation, class work, presentations, quizzes and tests.

Big Ideas:

- listening and viewing with intent helps us begin to understand French
- with simple French, we can describe ourselves and our interests

The students will:

- initiate and respond to introductions
- provide appropriate responses using memorized language and vocabulary
- use greetings and expressions of politeness
- use courtesy words and phrases as part of simple conversation
- learn the vocabulary for a variety of food items

Physical Education(volleyball, cooperative games, healthy bodies)

This term the students will practice cooperative games and volleyball skills. The students will learn the proper form of bumping, setting, serving, spiking as well as the rules of the game. The students will practice

sportsmanship and will be expected to have gym strip daily. Evaluation/Assessment: Participation, sportsmanship, skill development, and being prepared.

Big Ideas:

- Physical literacy and fitness contribute to our success in and enjoyment of physical activity
- daily participation in different types of physical activities influences our physical literacy and personal health and fitness goals

The students will:

- model fair play when participating in physical activities
- demonstrate proper techniques to send and receive an object
- demonstrate safe procedures for specific physical activities

Career Education (Virtues, ROCKS, Zones of Regulation, Healthy Living, Growth Mindset, The Real Game, Career project, Goal Setting)

Big Ideas:

- Understanding ourselves and the various aspects of health helps us develop an balanced lifestyle
- Personal choices and social and environmental factors influence our health and well being
- developing healthy relationships helps us feel connected, supported and valued
- describe planning techniques to support goal attainment

In Career the students will describe the benefits of attaining and maintaining a balanced, healthy lifestyle. The students will work on goal setting and how to achieve their goals. The students will work on the Zones of Regulation and continue to practice ROCKS behaviour and demonstrating our many virtues. The students will use The Real Game program to learn about different career choices. They will also complete a project on a career of choice. They will also work on The Growth Mindset program.

Applied Design, Skills, and Technologies

Big Ideas:

- The choice of technology and tools depends on the tasks
- Skills are developed through practice, effort, and action

Content:

The students will:

- complete a Genius Hour project using Google Slides
- create a Kahoot to share with the class
- participate in the Planet Rover activity(coding)
- use Spheros to learn coding

Dear Parents,

Core Competencies:

The core competencies, along with literacy and numeracy foundations and essential content and concepts, are at the centre of curriculum and assessment. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning.

Communication:

The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. The students will respond meaningfully to communication from peers and adults. They will understand and share basic information about topics that are important to them, talk and listen to people they know, plan and complete activities with peers and adults and answers simple direct questions about activities and experiences. They will understand and share basic information about topics that are important to them and participate in conversations for a variety of purposes; listen and respond to others; work with others to achieve a short-term goal; and recount simple experiences and activities and tell of something learned. The students will gather basic information needed for tasks and interests and present in ways learned; become an active listener; ask questions and make connections; express ideas and encourage others to express theirs; recount and comment on events and experiences.

Creative Thinking

The students will get ideas when using senses to explore and make them work or change what is being done. They will get new ideas or build on or combine others ideas to create new things or straightforward problems; make ideas work within the constraints of a given form, problem, or materials. They will generate new ideas to pursue interests; deliberately learn about something to generate new ideas about it; build skills needed to make ideas work and succeed.

Critical Thinking

The students will explore materials and actions. They will ask questions, make predictions and use senses to gather information; explore with a purpose in mind and use what is learned; tell or show something about the thinking taken place; contribute and use simple criteria; find evidence and make judgements. They will ask open-ended questions, explore, gather information, and experiment purposefully to develop options; contribute to and use criteria; use observation, experience and imagination to draw conclusions, make judgements, and ask new questions; describe the thinking and how it is changing.

Positive Personal and Cultural Identity

The students will sometimes recognize emotions and participate in activities that support well-being. They will use strategies that increase the feelings of well-being and manage feelings and emotions; connecting actions with both positive and negative consequences; making decisions about activities; with support, taking some responsibility for physical and emotional well-being; expressing wants and needs and celebrating efforts and accomplishments. They student will be focused and determined; setting realistic goals and using strategies to accomplish them and persevere with challenging tasks; understanding when becoming angry, upset or frustrated and using strategies to calm down; making choices that benefit well-being and keeping safe within the community including on-line interactions; advocating for and accepting one's self and ideas.

Personal Awareness and Responsibility

The students will identify some personal attributes and will identify individual characteristics; describe family, home and community; explain likes and dislikes and personal interests.

Social Responsibility

The students will interact with friends and be part of a group. They will participate in classroom and group activities to improve the school, community or natural world; share feelings and listen to others' views; solve some problems individually and identify when to ask for help; demonstrate respectful and inclusive behaviour, including on-line; identify when something is unfair and when others need help; being kind to others, working and playing cooperatively and building relationships with people one chooses.