



**Term I Outline - Grade Seven  
Homeroom: Mrs. Becke**

<p><b>Reading</b> (Mrs. Becke)</p>	<p>Throughout Term I, students in Grade 7 will be working through the Language Arts curriculum through the lens of a variety of inquiry-based units, including Mythology, Mystery and Biography. These units are <b>not</b> set in stone: if students have special interest in a specific type of literature or learning, we may choose to extend, add, or omit a topic. This year, we will focus on increasing fluency, comprehension and metacognition in terms of reading. We will do this through:</p> <ul style="list-style-type: none"><li>- <i>read aloud</i> (helps develop fluency and expression and reading).</li><li>- <i>shared reading</i> (when students and teachers read together, helping students develop a better sense of speed, consistency and flow through listening).</li><li>- <i>guided reading</i> (when the teacher works with a small group of students to assist with both reading and comprehension strategies).</li><li>- <i>independent reading</i> (when students are given time to silently read. Students will have time to do some independent reading daily)</li></ul> <p><b>Comprehension</b> Students will do a variety of reading comprehension activities, from short stories and articles to full-length novels and poetry. Students will work on their ability to comprehend and understand what they have read and how to draw conclusions from it. Some skills we will work on developing include: identifying purpose, making connections, visualizing, asking relevant questions, recognizing and explaining points of view, analysing cause and effect, identifying main ideas and details (as well as sub-ideas and symbolism), and making inferences. Students will be doing daily Bell Work relating to reading comprehension.</p> <p><b>Literary Elements</b> Throughout Term I, Grade 7s will be working on literary elements including: foreshadowing, metaphor, and symbolism, as well as text elements such as task bars, citations, and hyperlinks.</p> <p><b>Literary Forms</b> Throughout Grade 7, students will be exposed to a variety of literary forms, including but not limited to: essays, articles, webpages, blogs, novels, short stories, a variety of poems, comics and graphic novels, manuals and more. They will learn to read different forms of writing in ways conducive to comprehension and understanding of that specific form.</p> <p><b>Full-Class Novel Study:</b> Miss Peregrine’s Home for Peculiar Children Throughout Term I, students will work independently, in small groups, and as a class to work through Ransom Riggs’ 2011 novel.</p>
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<p><b>Writing</b> (Mrs. Becke)</p>	<p>This year, students will be exposed to a variety of writing forms, including procedural, directive, poetry, and narrative writing. During these studies, students will work on their sentence fluency, word choice, points of view and more. Students will be asked to identify the purpose and audience of their writing, as well as researching, organizing and refining their ideas and developing “voice”. Students will continue using “the writing process”, which includes prewriting, drafting, revising, editing, and publishing. They will use these skills in order to show knowledge of conventions, to correct errors, refine expression and present their work effectively.</p> <p>Students will be showcasing their writing skills in a variety of ways, including but not limited to: journalling, personal writing, story writing, comprehension activities, reports/presentations and more.</p>
<p><b>Grammar</b> (Mrs. Becke)</p>	<p>During Term I, Grade 7 students will take part in a variety of individual and group activities focusing on grammar. They will participate in daily Correct the Sentence activities in order to increase proficiency in noticing and correcting errors, as well as editing their own and peers work both independently and in small groups.</p> <p>Some grammar lessons that will be focused upon include: relative pronouns, prepositional phrases, adjectives, conjunctions, adverbs, present/past/future verb tenses, present and past participles and more.</p>
<p><b>Spelling</b> (Mrs. Becke)</p>	<p>At the beginning of each week, students will be given a list of spelling words. These words will be based on our novel study, material taught in class, as well as words with appropriate difficulties for the age group. Every evening (Monday-Thursday), students will be asked to complete a spelling task based upon these words. On Friday, students will be tested on these words in a written format.</p>

<p><b>Mathematics</b> (Mrs. Becke)</p>	<p>Students in Grade 7 will work through Saxon Math’s <i>Course 2</i>. Saxon Math is a cumulative math program wherein students are given the opportunity to learn mathematical topics by topic, rather than by strand. This allows students to practice essential skills for the entire year, rather than just a set amount of time, and reduces the chances of students forgetting learned material due to lack of recency. Students will have one period per week in the Media Arts Centre, wherein they will be given the chance to play the math game <i>Prodigy</i>.</p> <p><b>Lessons</b> Students will continue to develop their mental and quick-computation skills by completing tasks in their <i>Power Up</i> books. After the Power Up is complete, students will be taught the lesson of the day, followed by a work period to hone the skills taught.</p> <p><b>Homework</b> Daily math homework will be assigned. This homework will be a mix of review (as mentioned above) and new skills learned that day.</p> <p><b>Assessments</b> Students will be formally assessed in mathematics after every 5 lessons. Therefore, barring unforeseen circumstances, students will have a math test on every sixth day. These dates will be posted on Google Classroom prior to the test to give students ample time to study and review prior to the assessment. Mathematics will also be assessed through weekly Math Projects, which will focus on a variety of topics taught and performed in non-traditional ways.</p>
<p><b>Social Studies</b> (Mrs. Savoie)</p>	<p>Students will begin the year with a focus on three themes within the history curriculum; New France, British North America and Conflict &amp; Change.</p> <p>a) New France Students will learn about the French and British Colonization from the beginning of the 1600’s until 1774. They will find out about the life, church, and government in New France and learn about its geography.</p> <p>b) British North America Students will examine where and why colonists settled in British North America after the fall of New France, focusing on the American Revolution as a catalyst for the migration of the Loyalists, Iroquois, and others. They will also examine the causes, events, and results of the War of 1812, including its influence on Canadian-American relations. Students will use inquiry, research, and communication skills to explore how personalities and events shaped the new British colonies. Students will then examine the causes of the rebellions of 1837-1838 in Upper and Lower Canada and describe the roles various men and women played in the conflict. Students identify social, economic, political, and legal changes in the colonies between 1837 and 1850. They will learn how to analyze the importance of these changes.</p> <p>c) Conflict and Change Finally, students will consider ideas about conflict and change, methods of creating change, and methods of conflict resolution in both historical and contemporary contexts.</p>

<p><b>Science</b> (Mrs. Becke)</p>	<p>In Term I, Grade 7 students will focus on strands based in Biology and Chemistry. They are:</p> <p><b>Understanding Life Systems: Interactions in the Environment</b> This unit will focus on the impacts and consequences humans have on our environment, as well as on the workings of ecosystems. The big ideas we will touch on during this unit are:</p> <ul style="list-style-type: none"> <li>- ecosystems are made up of biotic (living) and abiotic (non-living) elements, which all depend on and affect one another in a variety of ways.</li> <li>- ecosystems are in a state of constant change. This change is influenced both by nature and human intervention.</li> <li>- human activities have potential to alter the environment, and we must be aware of these impacts in order to try to control them.</li> </ul> <p><b>Understanding Matter &amp; Energy: Pure Substances &amp; Mixtures</b> This unit focuses in the distinction between pure substances and mechanical mixtures, and that most matter is either a solution or a mechanical mixture. The big ideas we will focus on in this unit are:</p> <ul style="list-style-type: none"> <li>- matter can be classified according to its physical characteristics.</li> <li>- the particle theory of matter (John Dalton) helps us to explain the physical characteristics of matter.</li> <li>- pure substances and mixtures have an impact on society &amp; the environment.</li> <li>- understanding the characteristics of matter allows us to make educated choices about how we use it.</li> </ul>
<p><b>Visual Art</b> (Mrs. Adamson)</p>	<p>Throughout this term students will learn a variety of techniques. We will focus on a specific artist that encapsulates the genre and create a piece of influenced by that specific artist. This term will focus on:</p> <p>Pop Art - Andy Warhol. Focus on contour lines, variations of colour and use of mixed media.</p> <p>Pointillism - George Seurat. Students will be assessed on technique and proper use of media.</p>
<p><b>Physical Education</b> (Mr. Fretz)</p>	<p>In Term I physical education, students will focus on activities and games to promote and develop movement skills and concepts as well as encourage independence and group teamwork.</p> <p>The fundamental movement skills will relate to stability, locomotion, and manipulation. Students will take part in organized games and sports to develop and increase their body awareness, spatial awareness, movement direction(e.g., forward, backwards, sideways, diagonal, up, down, left, right), level (e.g., high, medium, low), pathway (e.g., zigzag, straight, curved, wavy), plane (e.g., frontal, horizontal, vertical, sagittal) and extensions (e.g., near, far).</p> <p>In Term I, students will be participating in many kinds of group organized games including unique games played around the world. Students will also develop soccer, cross country, ultimate frisbee and European handball skills.</p>
<p><b>Music</b> (Mr. Kudera)</p>	<p>review key signatures (up to four sharps and flats) identifying the quality and size of intervals major and minor triads instrumental music</p>

<p><b>Health &amp; People Skills</b> (Mr. Fretz)</p>	<p>Students will take part in the Healthy Eating and Personal Safety/Injury Prevention units in Term I.</p> <p><i>Healthy Eating:</i> In this unit, grade 7 students will identify healthy eating practices, health problems related to eating and exercise, eating routines and food choices.</p> <p><i>Personal Safety/Injury Prevention:</i> Students will be learning the benefits and dangers of technology and will also explore bullying and harassment in many different forms and environments.</p>
<p><b>French</b> (Mlle. Israil)</p>	<p>The French program in grade 7 will continue to build upon previous skills while introducing new age appropriate skills. Students will review the conjugations of regular and irregular verbs in the present tense, near future and will be introduced to the past tense. This term, students will have the opportunity to review their skills and apply them in more complex situations including presentations, drama, and the use of technology with language. A focus on reading, writing and oral activities will allow students to demonstrate mastery of their skills. A thematic approach to vocabulary will include holidays &amp; celebrations, “lexique de la sante” and school. These skills will be reinforced throughout the school year.</p>
<p><b>Drama</b> (Mrs. Khilnani)</p>	<p>This term, students will examine different perspectives and relationships, the elements of drama, music and drama, and shape and direction. Classes will use a variety of warm up games and often culminate with reflection. These skill-sets will continue to be built upon in second semester.</p>
<p><b>Computers</b> (Mr. Kudera)</p>	<p><i>Unit 1: Internet Safety and Etiquette</i> 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> <p><i>Unit 2: Google Suites</i> exporting and merging elements between Google Suites programs using spreadsheets for data analysis</p>