



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

<p><b>Reading</b> (Miss Percy)</p>	<p>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, biographies 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.</p> <p><b>Novel Study:</b> <i>The Chronicles of Narnia: The Lion, The Witch &amp; The Wardrobe</i> by C. S. Lewis Throughout Term I, students will work independently, in small groups, and as a class to work through C.S. Lewis's novel. Students will complete a variety of activities as well as a comprehension test.</p> <p><b>Independent Novel Study:</b> Students will be required to select a teacher approved novel for their Independent Novel Study. Details will be provided later in the term and projects will be due before Winter Break. Step by step book checkpoints and rubrics will be provided to students before choosing their novel.</p>
--	--

<p><b>Writing</b> (Miss Percy)</p>	<p>This term, students will be exposed to a variety of writing forms, including procedural, letters, 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, poetry, reports/presentations and more.</p>
<p><b>Grammar</b> (Miss Percy)</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 editing 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> (Miss Percy)</p>	<p>New this year, students will be using Wordly Wise 13000 for the spelling program. It provides engaging, direct academic vocabulary instruction to develop the critical link between vocabulary and reading comprehension. The robust activities, social sharing and interaction, and differentiated instruction allow the flexibility to meet the needs of today’s varying student population. For senior school students, the work will be entirely online and integrated with Quizlet. Spelling tests will be completed online and occur every second Friday.</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.</p> <p><b>Lessons</b> Firstly, students will have their homework from the previous day checked by me. We will then take it up and mark our work, taking time to work through problems that we do not understand together. Students will then be taught the lesson of the day. Some days, students will work on <i>Power Up</i> worksheets, further developing their quick mental-math skills. Other days, we will jump right into working through the Practice Set and Written Practice for the given lesson.</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 my class website and GoogleClassroom. Practice test will be provided prior to the test to give students ample time to study and review before the assessment.</p>
<p><b>Social Studies</b> (Miss Percy)</p>	<p>Students will begin Term I 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>a) Themes of Geographic Inquiry 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) Patterns in Physical Geography 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) Natural Resources 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><b>Science</b> (Mrs. Becke)</p>	<p>Before diving into the science curriculum, students will participate in a short unit on how to think like a scientist, which will include:</p> <ul style="list-style-type: none"> <li>- Branches of science</li> <li>- Scientific inquiry</li> <li>- Scientific ideas, theories and laws</li> <li>- Designing scientific experiments</li> </ul> <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 the 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 on 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> (Ms. McCann)</p>	<p>Visual Arts in grade 7 will focus on students choosing from a variety of art media to express a feeling, to communicate a message and represent people, places and objects. This term will focus on:</p> <p>Watercolour Painting - Albrecht Durer as an influencer. Students will make appropriate choices of paint brush size to achieve desired results. Students will predict and demonstrate desired results using watercolour paint to achieve: opaque and transparent effects, variety of brush strokes, subtleties of colour mixing.</p> <p>2D/3D Art- Antonio Torres &amp; Alex Rothwell as artistic influences. Students will recognize and understand the difference between sculpture and three-dimensional design that is functional. Students will demonstrate proper design and construction considerations with different media, such as paper, cardboard, wood, wire, soap, clay.</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. Poaps)</p>	<p>Students will continue to develop choral and instrumental skills through playing in ensembles and solos on their instruments. Students will prepare for the spring concert. Students will continue to investigate scales and their usage alongside the use of key signatures alongside scales. Students will prepare a song for the spring concert.</p>
<p><b>Health &amp; People Skills</b> (Mr. Fretz)</p>	<p>Students will take part in the <b>Healthy Eating</b> and <b>Personal Safety/Injury Prevention</b> units in term one.</p> <p><b>Healthy Eating:</b> 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><b>Personal Safety/Injury Prevention:</b> 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> (Mme. Grovum)</p>	<p>The Grade 7 program will focus on the aural and oral development in the French language with equal emphasis on independent reading and written expression. Students will build on reading comprehension strategies from previous years. A focus will be themed vocabulary: Halloween, Thanksgiving, Christmas as well as expanding every day vocabulary with weekly word studies and news articles. Students will also learn about cultural traditions in Marseille. They will review regular verb conjugations in the present tense and review the past tense (regular conjugations) while being introduced to irregular conjugations in the past tense and with the verb être. Students will learn through song, poetry, guided group discussion, learning centres and written activities.</p>
<p><b>Drama</b> (Mr. Poaps)</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>

**Computers**  
(Mrs. Wilson)

During the first term students will practice the following concepts:

- Internet safety
- Typing
- GoogleSlides
- App design
- Coding