

CURRICULUM OVERVIEWS

2010-2011

Grade 7

ENGLISH LANGUAGE ARTS CURRICULUM OVERVIEW - GRADE 7

As prescribed by the Manitoba Education and Training English Language Arts Framework, there are five general learning outcomes that serve as the foundation for the English Language Arts curriculum. Each outcome is to be achieved through a variety of reading, writing, listening, viewing, speaking and representing experiences. The students will read, write, listen, speak, view and represent to:

- Explore thoughts, ideas, feelings and experiences
- Comprehend and respond personally and critically to oral, literary, and media texts
- Manage ideas and information
- Enhance the clarity and artistry of communication
- Celebrate and build communities

Although each of the six components of language arts below are referred to separately, in reality they are almost always integrated. For example, it would be very rare that students would be reading without also writing, speaking and / or representing their responses.

READING
Such as....
 -Lit Circles
 -Independent Reading
 -Literature Response
 -Novel Study
 -Fiction
 -Non-fiction

LISTENING
Such as....
 • Read Aloud
 • Conferencing
 • Listening for Information
 -Radio News
 -Directed Listening

SPEAKING
-Formal
Such as....
 -debating
 -speeches
 -tusc
 -reader's theatre
 -drama
 -choral

- Informal
Such as....
 -conferences
 -book talks
 -sharing

WRITING
-Pre Writing - such as... Brainstorming, modeling, quick write, organizers
-Drafting - such as... selecting forms, such as memoirs, essays, reports, poems paragraphs, stories
-Revision - conferencing...such as.. peer, teacher, self
-Proof reading / Editing - applying conventions, **such as** spelling, grammar, punctuation
-Going Public - such as.... Literacy Magazine (The Howler), School paper (The Prowler), Gallery Walks / Bulletin Boards Assembly
 **See NOTE below

<p>VIEWING Appreciation: Such as.... -picture books -theatre</p> <p>Information: Such as.... -presentations -maps -webs / mind maps</p>	<p>REPRESENTING Interpretation: Such as.... -media literacy -film -illustrations -graphs -charts</p>
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ASSESSMENT
 Assessment and learning are ongoing processes. There is balance in a wide variety of assessment techniques to allow students to demonstrate their understanding.

Term marks are based on a variety of assignments which may include:
 Reading (literature circles, novel studies, reading responses)
 Themes/Skills (thematic units, quizzes, tests)
 Writing (major / minor writing assignments)

The final year end mark consists of:

Terms 1 and 2 (each term weighted equally)	80%
June exam	20%

****NOTE**** Not all writing assignments will necessarily involve each of these steps listed above. As a result, not all writing will necessarily be graded or corrected for mechanics every time.

Mathematics Curriculum Overview – Grade 7

Henry G. Izatt Middle School implements the math curriculum as prescribed by Manitoba Education and Training. Specific outcomes are unique to each grade level, and follow a learning continuum from year to year. The attached overview is specific to grade 7 and highlights those concepts that will be introduced and/or reinforced within this grade level.

The curriculum not only develops concepts, but also encourages the development of creative and logical thinking skills, problem-solving strategies, and data analysis skills. Students learn in a variety of ways; which may include the use of manipulatives, technology, and projects to make math meaningful and relevant to a variety of learning styles. Teaching will move from simple to complex and from concrete to abstract, and will be structured to support each student's needs and abilities.

As in all subject areas, assessment in math takes a variety of forms. The goal of diagnostic assessment is to identify areas which need focus for individual students or groups of students. Formative assessment provides information about learning and progress on a continuous basis. Summative assessment is designed to test student learning and retention over a specific set of outcomes.

At Henry G. Izatt, it is our goal to foster a positive attitude toward mathematics. The ability to communicate and reason mathematically is valued, allowing students to develop life-long mathematical literacy.

Statistics and Probability

- Collects, displays and analyzes data to solve problems
- Represents algebraic expressions in multiple ways
- Graphs relations, analyzes the results and draws a conclusion from patterns

Number

- Writes whole numbers in a variety of forms
- Describes and expresses fractions as decimals and percent
- Demonstrates understanding of $+$, $-$, \div and \times of integers
- Uses estimation to determine reasonableness of calculations

Patterns and Relations

- Uses patterns to describe the world and to solve problems
- Represents algebraic expressions in multiple ways
- Graphs relations, analyzes the results and draws a conclusion from a pattern

Space & Shape

- Estimates, measures and calculates area, perimeter, circumference and diameter for different geometric shapes
- Describes and analyzes position and motion
- Describes and solves problems using characteristics of triangles

Assessment

Assessment and learning are ongoing processes. There is balance in a wide variety of assessment techniques to allow students to demonstrate their understanding.

- The year is divided into 2 terms worth 80% with a final exam worth 20%
- Term marks are based on assignments, projects, tests, quizzes, mental math, performance tasks and communication assignments.
- Observation and discussions are also used as assessment tools.
- Assessment outcomes are reflected on the report card under these categories:
 - Estimates, uses mental math and calculates
 - Understands and applies mathematical concepts
 - Solves problems using appropriate strategies
 - Communicates mathematical ideas

SCIENCE CURRICULUM OVERVIEW – GRADE 7

To develop scientific literacy, student learning experiences will incorporate the essential aspects of science and its related applications. The Grades 5 to 8 Science document *A Foundation for Implementation* emphasizes the following science standards:

- Developing the abilities of inquiry and the process skills of design technology
- Gaining an understanding of the grade designated fundamental science concepts
- Integrating aspects of science content into other subject areas such as Social Studies/Geography , Math and English Language Arts
- Learning and demonstrating science process skills in context
- Using strategies and evidence to develop and revise scientific explanations
- Communicating and demonstrating science understanding and science skills
- Creating awareness of the connection between science, technology and the environment
- Developing scientific literacy skills to connect science learning to the real world

Earth Science: *The Earth's Crust*

- Describe the Earth's structure, rock classification and the processes involved with the rock cycle
- Identify the impact of geological extraction on the environment
- Explain how the characteristics of soil determine its use
- Identify the cause/effect of land use and the importance of informed decision making
- Integrate understanding of plate tectonics and other geological processes into geography

Physical Science: *Particle Theory of Matter*

- Describe the Particle Theory of matter, using it to explain change of state and give examples of its application in daily life
- Compare temperature measurements including boiling and freezing points of substances
- Identify heat transfer through radiation, convection and conduction in daily life
- Classify pure substances and mixtures, demonstrating how to separate components
- Describe factors that affect solubility
- Discuss cause and effect of harmful substances on the environment

Physical Science: *Forces and Structures*

- Classify natural and human-built structures
- Discuss what makes a structure strong
- Identify internal and external forces that act upon structures
- Describe and demonstrate how characteristics of materials and shapes affect structures
- Identify cause and effect of stability in relationship to structures

Life Science: *Interactions with Ecosystems*

- Integrate understanding of ecosystems and human impact into geography
- Explain transfer of energy and the cycling of matter in ecosystems
- Analyse food webs using ecological pyramids

Assessment:

Assessment and learning are ongoing processes. There is balance in a wide variety of assessment techniques to allow students to demonstrate their understanding.

- The year is divided into 2 equal terms and will account for 100% of the final mark.
- Term marks are based on tests, quizzes, demonstrations, assignments, projects, labs and performance tasks.
- Assessment outcomes are reflected on the report card under these categories:
 - ◇ Understands and applies scientific process (e.g. predicts, observes, classifies, etc.)
 - ◇ Understands and applies knowledge of content and concepts.

SOCIAL STUDIES CURRICULUM OVERVIEW - GRADE 7

Henry G. Izatt Middle School implements the Social Studies curriculum as prescribed by Manitoba Education and Training. Grade 7 students focus on environmental, social, and cultural factors that affect the quality of life for people in various places in the world. As they explore global challenges and opportunities, students become aware of the importance of international cooperation and begin to understand their roles as citizens in an increasingly interdependent world.

Cluster 1: World Geography

- Maps and mapping
- Population clusters
- Principal regions
- Bodies of water, vegetation, and climatic zones
- More and less developed nations

Cluster 2: Global and Quality of Life

- Universal human rights and diverse cultural perspectives
- Citizenship and democracy
- Identity and discrimination
- Global cooperation
- Relationship between wealth, resources, and power

Cluster 3: Ways of Life in Asia, Africa, or Australia

- Environmental, historical, social, political, and cultural issues
- Economic activities
- Impact of technological change, urbanization, industrialization, and westernization

Cluster 4: Human Impacts in Europe or the Americas

- Environmental, social, political, cultural, and economic issues
- Historical events, climate change, technological development, and urbanization
- Use of natural resources, food production and distribution, and consumerism
- Consider concepts related to sustainable development

Assessment

Assessment and learning are ongoing processes. There is balance in a wide variety of assessment techniques to allow students to demonstrate their understanding.

- The year is divided into 2 terms with equal weighting
- The 2 terms combined are worth 100%. No final exam.
- Each term mark will be comprised of tests and quizzes, assignments, and research and project work.

BASIC FRENCH PROGRAM - GRADE 7

General Objectives of the Grade 7 Basic French Program

- To foster in students a variety of strategies that will enable them to comprehend written and spoken French
- To make links with previous knowledge and other curriculum areas
- To motivate and enhance students' interest in communicating in French by learning vocabulary and expressions in contexts that reflect real life situations
- To enable students to complete authentic tasks and projects involving communication in French
- To stimulate insights into English and French cultural similarities and differences as reflected in the languages

Content

Students will participate in activities based on the integrating of the 4 language components

1. **Listening** - Listening activities, video tapes, CD's, oral dictations
2. **Speaking**- Classroom expressions, presentations, games, use of vocabulary, simple questions and answers, simple directions, dialogues
3. **Reading**- More complex sentences which relate to content taught, short textbook excerpts and short stories with pictures.
4. **Writing**- Sentences which relate to content taught including verbs in the present, future and past tenses

Assessment

Assessment and learning are ongoing processes. A balance of a wide variety of assessment techniques will allow students to demonstrate their understanding.

The year is divided into 2 terms worth 80% with a final exam worth 20%:

Term marks are based on assignments, projects, tests, quizzes, and performance tasks.

PHYSICAL EDUCATION / HEALTH CURRICULUM OVERVIEW

The Kindergarten to Senior 4 Physical Education / Health Education Manitoba Curriculum builds on a foundation that unites the two subject areas, physical education and health education.

The aim of the curriculum is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles.

There are five general student learning outcomes that serve as the foundation for the approved Physical Education / Health Education curriculum. They are:

Movement

- The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.

Fitness Management

- The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.

Safety

- The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries.

Personal and Social Management

- The student will demonstrate the ability to develop self understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.

Healthy Lifestyle Practices

- The student will demonstrate an ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

Students are expected to acquire both KNOWLEDGE and understanding as well as acquire and apply SKILLS in the above area. The student learning outcomes have been designed to support an integrated approach among other subject areas. Curricular connections with other subject areas are strongly encouraged.

Assessment

Assessment and learning are ongoing processes. There is balance in a wide variety of assessment techniques to allow students to demonstrate their understanding.

Movement: 40%

- Demonstration, knowledge and application of skills.
- Knowledge and application of rules, sport specific terminology, and game strategies.

Fitness/Personal Management: 30%

- Knowledge of fitness concepts, training and reflection - 10%
- Personal Activity Record - 10%
- Fitness Circuit Training - 5%
- Fitness Relay - 5%

Safety: 15%

- Knowledge and application of set rules and routines for safe participation and use of equipment in selected physical activities (personal safety, equipment safety, change of clothing and footwear for safety, changeroom routines etc.)

Social Management: 15%

- Sportsmanship
- Fair play

Concert Band Curriculum Overview

Grades 6-8

Band Directors: Mr. Tsuchi

The band program at HGI has carefully planned curriculum goals that serve as the basis for instruction and evaluation. Students will develop their individual instrumental technique and musical literacy skills within an interactive ensemble setting.

The following areas of the band curriculum are approached and experienced in a “spiral” fashion; not as separate units. Students will develop their instrumental technique, musical literacy, musicianship, and musical creativity throughout the school year, obtaining new skills and knowledge that build upon previous ability and understanding.

Instrumental Technique

Students will demonstrate:

- correct instrument assembly and maintenance,
- appropriate posture, breathing, embouchure, hand position, and instrument position
- proper fingering/slide positions/stick technique, and
- appropriate tone quality and control, articulation, intonation, dynamics, and range

Musical Literacy

Students will:

- read and perform written music by showing their understanding of notes, rhythm, accidentals, keys, meter, harmony, etc. through writing, listening, and performance activities.

Musicianship

Students will:

- identify and interpret tempo indications and stylistic markings (articulation, dynamics, etc.),
- demonstrate melodic phrasing,
- demonstrate their ability to tune their instrument, and
- show respectful, reasonable, and responsible deportment in relation to themselves, their peers, their teachers, their instruments, and their band room.

Assessment

Musical Performance 35%

- in-class formal and informal performance assessments
- concert and festival deportment

Practice Records 20%

Theory 20%

- written work and assignments

Daily Class Work 25%

- preparation for class (supplies)
- individual progress

ART CURRICULUM - GRADES 6 TO GRADE 9

This program aims to provide a variety of educational experiences in the visual arts through the following components:

Visual Awareness

- Learning to observe nature and the world around us in the context of the elements and principles of art
- Creating an awareness of a variety of visual art forms and aesthetic experiences

Art Appreciation

- Developing an understanding and personal preference about art
- Recognizing a variety of historical and cultural art forms
- Creating a lifelong interest in producing or responding to art

Art Production

- Learning to express the self authentically with a variety of mediums and technical skills
- Learning to be persistent and proficient in problem solving

Goals

- That students learn to trust their creative abilities to the degree that they trust themselves to speak, read, write, walk and so on
- That students develop self-discipline and independence by using their drawing journals to record and develop their ideas
- That students develop the ability to take creative risks in order to build self confidence
- That students know that the art room is a safe and nurturing environment where the artistic child is treasured and celebrated
- That students learn technical skills with a variety of media to express themselves effectively
- That students develop critical thinking, visual communication and visual literacy with a deeper awareness of our visual world and its influences on the viewer

Assessment:

Assessment and learning are ongoing processes. There is balance in a wide variety of assessment techniques to allow students to demonstrate their understanding.

Participation – 20%

- Student is on task all class
- Student shows respect towards self, others and property
- Student arrives and leaves class on time
- Student accepts instruction

NB: If these criteria are not met for 10 classes student will receive no marks for above category.

Journal Work – 50%

- Student submits bi-weekly drawing
- Each drawing is a minimum 2 hour effort

Classroom Project – 30%

- Student creates project during class
- Student completes projects carefully

HOME ECONOMICS CURRICULUM OVERVIEW - GRADE 7

The focus of the Home Economics Program is to provide an opportunity for students to develop skills and to acquire and apply knowledge that will enhance the well-being of the individual and the family. This is achieved through the completion of practical, "hands on" projects and the study of related topics.

Students in Grade 7 receive Home Economics for one 3 period block once a cycle for half of the school year. The main area of study is Textiles and Clothing. A study of Nutrition and Foods will take place in Grade 8.

Content

In the practical component, students are expected to:

- Perform basic hand stitching
- Use and care for a sewing machine proficiently, including threading, bobbin winding, straight line stitching, backstitching, pivoting, zigzagging
- Complete 1 or more hand sewing projects
- Complete 1 or more machine sewing projects
- Follow written and oral directions for project completion
- Organize time and use suitable work methods to maximize effectiveness in class
- Appraise work according to criteria

In the theoretical or knowledge component, students are expected to:

- Recognize that basic knowledge concepts assist in the practical application of projects
- Study related topics in consumer skills and textile characteristics

Assessment

Assessment and learning are ongoing processes. There is balance in a wide variety of assessment techniques to allow students to demonstrate their understanding.

A variety of techniques will be used for assessment, including lab cards for projects assessment, assignments, at home investigation, presentations.

Term marks are based on project work, assignments, at home investigation, presentations and tests and quizzes.

TECHNOLOGY EDUCATION CURRICULUM OVERVIEW – GRADE 7 AND GRADE 8

The Technology Education course is designed to allow students an opportunity to experience the techniques, methods, and procedures used in the Applied Arts field. Students will have a hands-on experience at designing and manufacturing various projects. In creating their projects they will have the opportunity to incorporate design and creative ideals to objects of utility. The importance of SAFETY in the workplace will be highlighted.

Goals

The main goal is to give students the opportunity to develop knowledge, skills, and abilities in the applied arts field. This is from the planning stage to the finishing stage.

Awareness:

- To gain an overview of the different processes and uses of materials in the applied arts field
- To gain an understanding of practical uses for skills from other subject areas
- To enhance self-esteem through success with equipment, materials, and techniques

Production:

- To understand the properties and uses of different materials in the applied arts field
- To understand what is involved in the production of functional objects, from the planning stage to the finishing stage
- To explore techniques of design and aesthetics
- To learn technical skills with a variety of media for effective self-expression

Procedures:

- To learn independent work practices
- To identify and explain health and safety hazards in the work place so that the potential for personal injury and damage to equipment and environment are minimized
- To handle, use, and dispose of materials safely

Assessment

Assessment and learning are ongoing processes. There is balance in a wide variety of assessment techniques to allow students to demonstrate their understanding.

Assessment will be based on the following criteria:

- *Technique development* – refers to the development and implementation of the student's own unique ideas, and procedures necessary for project completion
- *Craftsmanship and attention to detail* – refers to the care taken in producing the project
- *Completion of project requirements* – this includes both preliminary work and final project
- *Participation and performance* – refers to the student's engagement in the process of production

Each project will have its own set of criteria that the students will have to try to achieve. Each of these criteria will be assigned a value.

Participation & Performance – 15%

- Student is on task
- Student shows respect towards self, others, and property
- Student intends to meet course criteria

Preliminary Work – 30%

- Each project includes a planning stage component
- Student submits work outlining critical thought and creativity for each project

Major Work – 55%

- Student creates projects during class
- Student completes projects carefully

HENRY G. IZATT MIDDLE SCHOOL



WE at Henry G. Izatt Middle School believe that homework provides students with opportunities to:

- deepen understanding relative to the content presented in the classroom
- practice skills learned in the classroom
- develop independent thinking and research skills
- foster initiative, self-discipline, work and study habits, effective time management and personal responsibility

Student responsibilities include:

- use of the school agenda
- novel and content reading
- the completion of quality assignments
- project research and writing
- preparation for tests and exams
- extending and elaborating knowledge beyond grade level standards
- completing work missed due to absences
- communication with both parents and teachers

Parent responsibilities include:

- ongoing communication with the school
- the establishment of a consistent schedule for completion of homework
- encouraging student to complete quality assignments
- fostering student ownership of tasks
- monitoring school agenda as required

Staff responsibilities include:

- ongoing communication with the student and the home
- articulation of the purpose of the assignments
- balance, coordination and flexibility with all teachers of the grade level team
- feedback on completed homework
- encouragement of parental involvement

At the beginning of the school year, each grade level team will inform parents of their expectations relative to:

- amount of homework
- procedures for incomplete assignments
- communication

GRADE 7 HOMEWORK

The following is a description of the homework guidelines in place for grade 7 students.

Amount and type of homework

Students are expected to do some homework each night. They are strongly encouraged to read, or practice spelling and math facts when they do not have other homework to complete at home. If students do not complete their work at school, they may have homework that is to be completed for the next day. These tend to be relatively short in length. Long-term assignments / projects will be assigned well ahead of the due date.

Communication between home and school

Students are required to bring their agenda books to every class, and use on a daily basis. They are encouraged to share their agenda books with their parents. Students and parents are also encouraged to check teachers' sites daily; information on important school dates and assignments will be posted there. At least one week's notice will be given before social studies and science tests; study guides will be sent home prior to these tests.

Parents are encouraged to communicate with their teachers by email or phone if any questions arise.

*****NOTE**

Students are responsible for keeping up with any work missed due to appointments, school / other activities, vacations, and illness. When the time away is pre-planned, students should meet with their teachers BEFORE leaving. In unplanned situations, students should meet with their teacher at the first opportunity upon returning.