

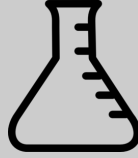








	Language Arts 	Math 	Science 	History (term 1) Geography (term 2) 	Music 	Visual Art 	Drama (term 1) Dance (term 2) 	Phys Ed 	French 
Term 1	<p><u>Reading</u> Reading and Comprehension Strategies through Guided Reading: - Questioning - Predicting - Inferring - Connections</p> <p><u>Writing</u> Professional Letters Job Postings Narratives Developing arguments Poetry</p> <p><u>Oral</u> Presentation skills PSAs</p> <p><u>Media</u> PSAs Target audience</p>	<p><u>Number Sense & Numeration</u> Factors and Multiples Squares and Square Roots Exponents Order of Operations Fractions, decimals, and percent</p> <p><u>Patterning & Algebra</u> Make predictions about linear growing patterns Evaluating algebraic expressions through varying strategies</p> <p><u>Data Management</u> Make and evaluate convincing arguments, based on the analysis of data Understanding primary vs. secondary data Bias</p> <p><u>Measurement</u> Metric conversions Area of a trapezoid How to calculate volume and surface area of right prisms</p>	<p><u>Interactions in the Environment</u> Biotic and abiotic elements Producers, consumers, and energy transfer The cycling of matter</p> <p><u>Pure Substances and Mixtures</u> The particle theory Solutions and solubility Separating mixtures</p>	<p><i>History Term 1 Only</i> <u>New France and British North America, 1713–1800</u> Understanding the experiences of and challenges facing people in the past helps put our experiences and challenges into context. Different groups responded in different ways to the shift in power in Canada from France to Britain. The significance of historical events is determined partly by their short- and long-term impact.</p> <p><u>Canada, 1800–1850: Conflict and Challenges</u> Throughout Canadian history, people have struggled to meet challenges and to improve their lives The first half of the nineteenth century was a time of major conflict and change in Canada. Social and political conflicts and changes in the first half of the nineteenth century have had a lasting impact on Canada</p>	<p><u>Big Ideas for Instrumental Music</u> Analyze the elements of music Use musical notation through performance and composition Participate in musical performances Analyze the influences of music and the media Identify areas for improvement in performances, audience members and performers</p>	<p>Focus on the Elements of Art and Principles of Design in Canadian Aboriginal Cultures Three Dimensional Soft Sculpture Features of Posters: Remembrance Day Poster Use of Electronic Media to Create Art: Animation and Cartooning</p>	<p><i>Drama Term 1 Only</i> Role/ Character Development Relationship: Co-operative Dramatization Time and Place: Dramatic Examination of the Immigrant Experience Tension: Accepting Dramatic Offers/ Resolving Conflict Focus/ Concentration: Improvisation</p>	<p><u>Active Living</u> Safe use of space and equipment. Co-operative game skills Soccer Volleyball Floor Hockey</p> <p><u>Healthy Eating</u> Nutrients Food choices criteria and the Canada Food Guide Influences</p> <p><u>Personal Safety and Injury Prevention</u> Reducing risk Assessing situations Sources of support</p>	<p>There is a new French curriculum being implemented this school year across Ontario. The emphasis has changed from both English and French being acceptable languages of communication to having French be the only language of communication in the classroom for both the teacher and students.</p> <p>The goal of the curriculum is to have all students acquire the skills necessary to eventually speak spontaneously with teachers and peers in the target language.</p>
Term 2	<p><u>Reading</u> Reading Strategies -Literary Devices -Reading Fluency -Metacognition -Literature Circles</p> <p><u>Writing</u> Essay skills: - explanations - justifications - thesis statements - bibliography</p> <p><u>Oral</u> Debates Speeches</p> <p><u>Media</u> Advertisements (biases)</p>	<p><u>Number Sense & Numeration</u> Integers Dividing and multiplying decimals Evaluate expressions with whole numbers and decimals Rate/Ratios</p> <p><u>Patterning & Algebra</u> Rate, ratio and percent Relationships amongst fractions, decimals, percent, and ratios Solve linear equations</p> <p><u>Data Management</u> Probabilities expressed in fraction, decimal, and percent form Probability experiments</p> <p><u>Geometry and Spatial Sense:</u> Properties of lines and angles Similar and congruent shapes Classification of triangles and quadrilaterals The Cartesian plane Translations, reflections, and rotations</p>	<p><u>Form and Function</u> Classification of Structures Forces and Stabilization Elements of Design</p> <p><u>Heat in the Environment</u> Energy transformations Changes of state The greenhouse effect</p>	<p><i>Geography Term 2 Only</i> <u>Physical Patterns in a Changing World</u> People’s activities are related to the physical features and processes in their region Natural events and human activities that change Earth’s physical features can have social, political, environmental, and economic consequences. Earth’s physical features can be created or changed by both natural processes and human activities <u>Natural Resources around the World: Use and Sustainability</u> Resource development is affected by social, political, economic, and geographic factors. The ways in which people extract and use natural resources can have social, economic, political, and environmental consequences. There is a relationship between Earth’s physical features and the distribution of natural resources and how people use these resources to meet their needs and wants.</p>	<p><u>Big Ideas for Instrumental Music</u> Analyze the elements of music Analyze some historical, cultural, and technological influences on style, genre, and innovation in music Express analytical, personal responses to musical performances in a variety of ways</p>	<p>Two Point Perspective Form, Shape and Symbolism in Art: Create an Advertisement Lines to Create Rhythm and Movement: Optical Illusions Canadian Landscape Art</p>	<p><i>Dance Term 2 Only</i> Safe use of Space Body and Energy: Communication of Feelings Through Movement Patterns Time: Creating Movement Patterns to Music Relationship: Choreography in Small Groups</p>	<p><u>Active Living</u> Basketball Fitness/Gymnastics Badminton Track and Field</p> <p><u>Substance Use and Addictions</u> Warning signs Consequences Managing stress <u>Growth and Development</u> <i>*A letter with specific information will be sent home prior to this unit being taught.</i> Reproductive systems, STDs, Decision making and sources of support</p>	<p>Lessons and activities are specifically taught to students with supporting language structures and vocabulary in order to allow communication in only French.</p> <p>The new French curriculum in Ontario is following the framework that many European countries have adapted and have found to be quite successful in making students functionally bilingual. If you have any questions or concerns, please contact Mme DeVincenzis or Mme Fiebig at the school.</p>

KCPS CURRICULUM NIGHT—Grade 7

Learning Skills

There are six learning skills and work habits now emphasized throughout Grades 1 to 12 in all Ontario report cards: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self regulation. Each will be assessed using the following scale:

- E – Excellent
- G – Good
- S – Satisfactory
- N – Needs Improvement

Here are examples of what the learning skills look like for students in the INTERMEDIATE division (Grades 7 & 8)

<p>Responsibility:</p> <ul style="list-style-type: none"> • Have I learned my schedule to manage belongings on a daily basis? (textbooks, gym clothes,...) • Am I in school every day and on-time? • Do I follow class rules and the school code of behaviour without reminders? • Do I complete my tasks and hand in work on time without reminders? • Do I participate in class with active listening and appropriate responses? • Do I always show respectful behaviour? • Do I take ownership of my words and actions? • Do I follow the guidelines for academic honesty? 	<p>Initiative:</p> <ul style="list-style-type: none"> • Do I ask for extra help from the teacher or peers? • Do I have a good attitude and make good choices? • Do I begin work right away? • Do I use various strategies to problem solve? • Do I help others when I can? • Do I seek opportunities to learn more?
<p>Organization:</p> <ul style="list-style-type: none"> • Do I use my agenda/blog etc. to keep track of information? • Do I keep my learning materials organized? • Do I bring back forms/money on time <u>without</u> reminders? • Do I plan for a due date in order to meet deadlines <u>independently</u>? • Do I use class time effectively on a daily basis without reminders? 	<p>Self-Regulation:</p> <ul style="list-style-type: none"> • Do I express myself appropriately? • Am I aware of my effect on others? (role model vs distraction) • Can I recognize my strengths and weaknesses? • Can I independently monitor my progress against set criteria? • Can I persevere when challenged? (mistakes are an opportunity for learning)
<p>Independent work:</p> <ul style="list-style-type: none"> • Do I follow instructions given by the teacher? • Do I stay on task during class work time? • Do I check multiple sources before saying “I don’t know what to do?” • Do I use the learning goals and success criteria posted in class. • Do I use the feedback provided by the teacher to improve my work? • Do I hand in work that shows care and effort? 	<p>Collaboration:</p> <ul style="list-style-type: none"> • Am I respectful of other peoples’ opinions and ideas? • Am I polite? • Do I share materials with my classmates? • Do I assume different roles when doing group work, such as leader, encourager and contributor? • Do I complete my own share of the work? • Do I work well with others? • Do I try new things and work through challenges? • Do I resolve conflicts positively?

The purpose of assessment and evaluation is to improve student learning.

Parents will receive three formal report cards: Progress Report—Nov , Term 1—Feb, Term 2—June

For Parent guides go to:

<http://www.yrdsb.ca/Pages/search.aspx?q=parent%20guide%20levels%20achievement>



Levels of Achievement

Level 4—The student demonstrates the specified knowledge and skills with a **high degree of effectiveness**. Achievement surpasses the provincial standard. This does not mean that the student has achieved expectations beyond those specified for the grade/course.

Letter Grade: A, Percentage Mark: 80-100%

Level 3—The student demonstrates the specified knowledge and skills with **considerable effectiveness**. This represents the provincial standard for achievement. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades or courses.

Letter Grade: B, Percentage Mark: 70-79%

Level 2—The student demonstrates the specified knowledge and skills with **some effectiveness**. Achievement approaches the provincial standard. Students performing at this level need to work on identified learning gaps to ensure future success.

Letter Grade: C, Percentage Mark: 60-69%

Level 1—The student demonstrates the specified knowledge and skills with **limited effectiveness**. Achievement falls much below the provincial standard. Students must work at significantly improving learning in specific areas if they are to be successful in the next grade/course.

Letter Grade: D, Percentage Mark: 50-59%

The Achievement Chart

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
KNOWLEDGE & UNDERSTANDING	Demonstrates limited knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates thorough knowledge and understanding of content
THINKING	Uses planning, processing and critical/creative thinking skills with limited effectiveness	Uses planning, processing and critical/creative thinking skills with some effectiveness	Uses planning, processing and critical/creative thinking skills with considerable effectiveness	Uses planning, processing and critical/creative thinking skills with a high degree of effectiveness
COMMUNICATION	Expresses and organizes ideas and information for different audiences and purposes with limited effectiveness	Expresses and organizes ideas and information for different audiences and purposes with some effectiveness	Expresses and organizes ideas and information for different audiences and purposes with considerable effectiveness	Expresses and organizes ideas and information for different audiences and purposes with a high degree of effectiveness
APPLICATION	Applies knowledge and skills in familiar and new contexts with limited effectiveness	Applies knowledge and skills in familiar and new contexts with some effectiveness	Applies knowledge and skills in familiar and new contexts with considerable effectiveness	Applies knowledge and skills in familiar and new contexts with a high degree of effectiveness