

Summary of Learning

Teacher: Nixon

Grade 7

School Year: 2020-21

School: Randerson Ridge

Date: September 25th, 2020

Math: Big Ideas

- Decimals, fractions, and percents are used to represent and describe parts and wholes of numbers.
- Computational fluency and flexibility with numbers extend to operations with integers and decimals. Linear relations can be identified and represented using expressions with variables and line graphs and can be used to form generalizations.
- The constant ratio between the circumference and diameter of circles can be used to describe, measure, and compare spatial relationships.

Students demonstrated an understanding: multiplication and division facts to 100 (extending computational fluency); operations with integers (addition, subtraction, multiplication, division, and order of operations); operations with decimals (addition, subtraction, multiplication, division, and order of operations); relationships between decimals, fractions, ratios, and percents; discrete linear relations, using expressions, tables, and graphs; two-step equations with whole-number coefficients, constants, and solutions; circumference and area of circles; volume of rectangular prisms and cylinders

Language Arts: Big Ideas

- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- Exploring and sharing multiple perspectives extends our thinking.
- Developing our understanding of how language works allows us to use it purposefully.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.
- Language and text can be a source of creativity and joy.

Students listened to, read and discussed various texts for diverse perspectives making connections to self, text and world; wrote from other perspectives using the flower of inclusion to develop a character; created a multitude of written projects to review, reflect, explore ideas and perspectives; access and refined their texts to improve clarity, effectiveness, impact; used an increasing of repertoire or dress-ups/openers and conventions of spelling, grammar and punctuation to develop essays, projects and oral presentations. Students created and worked towards personal reading goals.

Science: Big Ideas

- The electromagnetic force produces both electricity and magnetism.
- Elements consist of one type of atom, and compounds consist of atoms of different elements chemically combined.

Students demonstrate a sustained curiosity about a scientific topic or problem of personal interest; Make observations and identify questions to answer or problems to solve through scientific inquiry; Make predictions about the findings of their inquiry; Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data; Identify patterns and connections in data; Compare data with predictions and develop explanations for results; Evaluate whether their investigations were fair tests; Identify possible sources of error; Suggest improvements to their investigation methods; Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations; Communicate ideas, explanations, and processes in a variety of ways.

Social Studies: 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.
- Economic specialization and trade networks can lead to conflict and cooperation between societies. Complex global problems require international cooperation to make difficult choices for the future
- Increasingly complex societies required new systems of laws and government.

Students use inquiry processes and research skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions; construct arguments defending the significance of individuals/groups, places, events, or developments; ask questions, infer to draw conclusions about the content and origins of a variety of sources, including mass media; differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments; take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations; make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond.

Physical & Health Education: Big Ideas

- Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.
- Physical literacy and fitness contribute to our success in and enjoyment of physical activity.
- We experience many changes in our lives that influence how we see ourselves and others.
- Healthy choices influence our physical, emotional, and mental well-being.
- Learning about similarities and differences in individuals and groups influences community health.

Students demonstrate knowledge of personal benefits of daily physical activity. Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments; Develop and apply a variety of movement concepts and strategies in different physical activities. Compete and participate in schoolwide physical activities; Develop and demonstrate safety, fair play, and leadership in physical activities; Identify and describe preferred types of physical activity; Participate daily in physical activity designed to enhance and maintain health components of fitness; Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness; Explore and plan food choices to support personal health and well-being; Describe the impacts of personal choices on health and well-being.

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Career Education: Big Ideas

- Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.
- New experiences, both within and outside of school, expand our career skill set and options.
- Our personal digital identity forms part of our public identity.
- Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.
- Leadership represents good planning, goal-setting, and collaboration.
- Safe environments depend on everyone following safety rules.

Students set personal goals; recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices; question self and others about how their personal public identity can have both positive and negative; appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments; demonstrate leadership skills through collaborative activities in the school; demonstrate safety skills in an experiential learning environment by building owl houses; set realistic short- and longer-term learning goals and monitor progress.

Arts Education: Big Ideas

- Through art making, one's sense of identity and community continually evolves.
- Experiencing art challenges our point of view and expands our understanding of others.
- Dance, drama, music, and visual arts are each unique languages for creating and communicating.
- Engaging in the arts develops people's ability to understand and express complex ideas.

Students can intentionally select, apply, combine, and arrange artistic elements, processes, materials, technologies, tools, techniques, and environments in art making; create artistic works as an individual using ideas inspired by imagination, inquiry, and experimentation; research, describe, interpret and evaluate how artists (visual artists) use processes, materials, technologies, tools, techniques, and environments in the arts; develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations; reflect on works of art and creative processes to understand artists' intentions; Interpret and communicate ideas using symbols and elements to express meaning through the arts; express, feelings, ideas, and experiences through the arts; describe, interpret and respond to works of art and explore artists' intent.

Applied Design and Technology: Big Ideas

- Design can be responsive to identified needs.
- Complex tasks require the acquisition of additional skills.
- Complex tasks may require multiple tools and technologies.

Students can Empathize with potential users to find issues and uncover needs and potential design opportunities; generate potential ideas and add to others' ideas; screen ideas against criteria and constraints; choose an idea to pursue; identify and use sources of information; develop a plan that identifies key stages and resources; evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment; reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space.

Core French: Big Ideas

- Listening and viewing with intent helps us understand French.
- Using various strategies helps us understand and acquire language.
- With simple French, we can describe others and their interests.

Students are exposed to the following:

French phonemes individual sounds for consonants and vowels; French letter patterns such as groupings of letters that make the same sound, rhyming words, and letter patterns that have consistent pronunciations; common, high-frequency vocabulary and sentence structures for communicating meaning; common questions for example, Est-ce que...?; Où...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?; descriptions for example, family, pets, friends, community members; objects in the classroom or in their backpack, desk, locker, hobbies and topics of interest; reasons for likes, dislikes, and preferences; common emotions and physical states.