

# Grade 7 Course Outlines

2015-  
2016

The course outlines are intended to provide you a brief overview of the curriculum and types of assessment your son/daughter will be doing this academic year. We encourage parents/guardians to keep up to date on PowerSchool and contact the teacher at any time if you have questions.

Halifax Central  
Junior High

## MRS. VAUGHAN - GRADE 7 MATHEMATICS

Welcome to a new school year! I'm looking forward to getting to know your children and to teaching them how to be successful and enthusiastic math learners.

### CLASSWORK

My goal in math class is to help students develop their capacity to think mathematically, improve their understanding of old and new math concepts, and most importantly, help develop confidence in their ability to be successful math learners. I strive to ensure that students have positive, meaningful math learning experiences that will reinforce and improve the math skills they currently have, as well as provide opportunities to develop new skills through mathematical exploration and investigations.

### HOMEWORK

You can expect that your child will be assigned some regular math homework, however, the majority of his/her learning (practicing previously introduced concepts and learning new concepts) will take place in school. You can support your child's growth as a successful math learner at home by providing opportunities for math learning such as cooking, practicing memorization of math facts, or playing games such as cribbage, scrabble, chess, or any other game that involves numbers and thinking.

### EXTRA HELP

I am available to provide extra help Monday through Friday either before school (8:00 - 8:30), lunchtime (12:15 - 1:00), or after school (3:30 - 4:15). Should you, or your child, feel the need for additional math home practice material, above and beyond what is assigned, please let me know and I will be happy to provide some appropriate exercises.

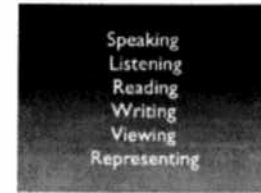
### GRADE 7 CURRICULUM PLAN 2015-16

SEPTEMBER -	NO1 - PLACE VALUE, ROUNDING, DIVISIBILITY RULES PRO1 - PATTERN RECOGNITION AND LINEAR RELATIONSHIPS PRO2 - CREATE AND GRAPH A TABLE OF VALUES, ANALYZE GRAPHS PRO4 - CONSTANTS, VARIABLES, TERMS, ALGEBRAIC EXPRESSIONS & EQUATIONS
OCTOBER -	PRO5 - EVALUATE EXPRESSIONS NO6 - ADDING AND SUBTRACTING INTEGERS
NOVEMBER -	NO4 - DECIMALS AND FRACTIONS NO5 - COMPARE & ORDER FRACTIONS/PLACE VALUE/EQUIVALENT FRACTIONS
DECEMBER -	NO2 - ESTIMATION WITH DECIMALS USING ALL OPERATIONS/CALCULATIONS WITH DECIMALS USING ALL OPERATIONS NO3 - PERCENTS FROM 1% TO 100%
JANUARY -	MO1 - CIRCLES - CIRCUMFERENCE AND PI MO2 - AREAS OF TRIANGLES, PARALLELOGRAMS AND CIRCLES
FEBRUARY -	SPO3 - CIRCLE GRAPHS
MARCH - NO5 -	FRACTION ADDITION AND SUBTRACTION
APRIL -	PRO3 - SOLVE PROBLEMS BY APPLYING AN UNDERSTANDING OF THE PRESERVATION OF EQUALITY PRO6 - SOLVE ONE-STEP LINEAR EQUATIONS PRO7 - SOLVE MULTI-STEP LINEAR EQUATIONS
MAY -	SPO1 - MEASURES OF CENTRAL TENDENCY (MEAN, MEDIAN & MODE) SPO2 - EFFECTS OF OUTLIERS ON MEASURES OF CENTRAL TENDENCY SPO4 - EXPRESS PROBABILITIES AS RATIOS, FRACTIONS, AND PERCENTS SPO5 - IDENTIFY SAMPLE SPACES SPO6 - CONDUCT PROBABILITY EXPERIMENTS
JUNE -	GO1 - GEOMETRIC CONSTRUCTIONS (LINE SEGMENTS AND BISECTORS) GO2 - IDENTIFY AND PLOT POINTS IN A CARTESIAN PLAN GO3 - TRANSFORMATIONS (TRANSLATIONS, ROTATIONS, AND REFLECTIONS)

### STRATEGIES AND TOOLS USED FOR ASSESSMENT AND EVALUATION

- Work Samples - daily assignments
- Observation/Anecdotal Records/Checklists - methods that support continuous gathering of information
- Conferencing - discussions between student/teacher/support staff regarding student challenges
- Daily Classroom assignments - daily assignments completed in class
- Reports/Projects/Presentations - assignments are to be completed within a specific period of time
- Tests/quizzes - time limited responses to questions on a specific topic or concept
- Unit Assessments - summative assessments designed to provide a snapshot of student learning

**Ms. Keefe    Grade 7 English Language Arts Course Outline**



Welcome to English Language Arts!

In Language Arts students learn to communicate in many ways. Students will receive a percentage grade and comment in each of the following strands:

**Speaking and Listening  
Reading and Viewing  
Writing and Other Forms of Representing**

**Language Arts Course Objectives**

- To improve reading, writing, listening and speaking skills.
- To expose students to a variety of literature, texts and media.
- To encourage and develop critical thinking.
- To improve confidence and competence in verbal and written language.

**Possible Units of Study**

- |                                   |                                |
|-----------------------------------|--------------------------------|
| - independent reading and writing | -poetry                        |
| - novel studies                   | -short stories                 |
| - research and historical writing | -puppet plays/reader's theatre |
| -writer's/reader's workshop       | -media awareness               |

**Expectations**

1. It is important students treat each other with respect in order to feel safe sharing their ideas and asking questions. Each month students will change seats to work with a variety of people in the class. The highlights of each day's lessons are recorded on the board, so students know what to expect.
2. Students should always have something to read with them. The first 10-15 minutes of each class is designated for silent reading. Students' reading material can be fiction or non-fiction, but it should be a book and not a magazine. Students are expected to be reading at home for at least two hours a week.
3. Students should always arrive ready for class. On days when homework or assignments are due, students are expected to have the work in front of them before they begin reading. Students should always have a pencil or pen with them.
4. Homework, outlines and rubrics will be posted on my website:

<http://jenniferkeefe.weebly.com/>

The easiest way to access my website is through the main Halifax Central Junior High School site. Students will be given an outline and rubric for each major assignment. Class time will be given to work on assignments, but students will be expected to complete the work at home.

5. I will post competitions that relate to Language Arts on my website. Usually these competitions extend beyond the course expectations, but I can support students throughout the development of their ideas and editing process. These competitions are meant to extend and challenge students' learning.
6. Extra help is available most days after school or during the lunch hour. Students are welcome to set up specific times.

### **Assessment and Evaluation**

Assessment is ongoing and it will reflect students' progress on grade 7 specific Language Arts outcomes (these are posted on my website and attached to all rubrics). Assessment will be conducted in a variety of ways that include: peer and self assessments, rubrics, projects, homework, assignments, presentations, reading logs, quizzes, tests etc. I will track what students hand in on Power School and I will try my best to post students' results in a timely manner. On Power School, the assignments that fall into each of the strands are colour-coded. At the end of term, these marks will be separated so that three separate percentage grades are provided.

If you have any questions or concerns, please do not hesitate to contact me. Thank you and I look forward to an excellent year! ☺

Ms. J. Keefe (Dobson)  
[jkeefe@hrsbn.s.ca](mailto:jkeefe@hrsbn.s.ca)

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# ELA 7

## English Language Arts

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Teacher: Dereck Thibault  
Website: [www.mrthibault.com](http://www.mrthibault.com)  
E-Mail: [dthibault@hrsbc.ca](mailto:dthibault@hrsbc.ca)  
Phone: (902) 421- 6777  
Room: 3

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### Overview

The ELA curriculum is designed to encourage students to become reflective individuals who can absorb language successfully in order to articulate themselves in logical and creative ways.

### Outcomes

The ELA outcomes are divided into three strands that involve:

- Reading and Viewing
- Writing and Representing
- Speaking and Listening

### Topics and Units

There will be weekly mini-lessons on reading comprehension strategies as well as writing conventions and techniques.

We will complete many different assignments including but not limited to: Group-sharing, Formal Presentations, Book Talks, Reader's Theatre, Independent Reading, Short stories, Reading Workshop, Figurative Language, Novel Study (Private Peaceful), Writing Workshop, Conventions of Writing, Letter Writing, Essay Writing, Report Writing, Poetry, Drama.

### Website

My website includes a daily calendar with due dates, a daily recap of what we did, and additional information and resources. Students and parents are encouraged to visit it for up-to-date information.

### Evaluation

Students are evaluated on an on-going basis through observation, peer and self-assessments, quizzes, tests, and assignments.

### Materials

Students should be prepared daily with their independent reading novel, binder, writing materials, and paper.

### Technology

We will often make attempts to use various websites and technology for the purposes of enhancing our lessons. Using and learning new technology can be confusing and it will be important for students to develop good digital habits in safely maintaining passwords and login information.

Any technology that students have to access the internet (cellphone, iPad, netbook etc.) may be brought to class and is encouraged. The expectation is that students must ask the teacher if they may take out and use any electronics and only when appropriate to do so for learning and research.

### Classroom Expectations

1. Positive Internal Focus
2. Speaker In Charge
3. Speak For I
4. No Killer Statements
5. No Unfinished Business
6. Right To Pass
7. Level Out
8. Business, Never Personal

Based on 8 Key Concepts of the NSSSA

Mr. Bryan Mrezar  
Grade 7 Science  
bmrezar@hrsbc.ca www.mrezar.ca  
902.421.6777 x 5301218

## Science 701 & 702

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The Science curriculum and expectations will be a helpful platform for you as you progress through junior high school. The work you put into these classes will provide you with strategies and opportunities to engage and explore concepts even after you leave Halifax Central. As you complete this class we will work together to:

- Increase your knowledge of the course content.
- Increase your enjoyment of the subject matter.
- Have a variety of types of work (projects, assignments, hands on activities, in-class responses, etc...) that will stimulate your interest.
- Provide you with situations, examples, careers, and mentors that offer real world applications of this knowledge.

### Evaluation

**Projects-** Major works that demonstrate an accumulation of understanding. This includes information posters, research projects, presentations, etc...

**Labs-** Experimentation given set conditions and materials. Developing your own questions and designing experiments to test them.

**Reflections-** Written work using the vocabulary and language of science about relevant topics, science articles, and new related technologies.

**Verbal contributions-** Your ability to ask questions and inquire about subject matter, provide opinions and hypotheses on given topics, and demonstrate understanding of subject matter.

**Tests and Quizzes-** Demonstrations of understanding of subject matter. You will need to be able to understand the topics (rather than memorize) in order to apply your growing knowledge. Questions will include applications of what you know.

### Units

Interactions within Ecosystems: Components of an Ecosystem, Food Chains and Webs; Producers, Consumers, & Decomposers, Ecological Succession.

Heat: Temperature; Temperature and Matter; Heat Transfer; Heating Technology.

Mixtures and Solutions: Mixtures, Solutions, Solubility and the factors which affect it, Concentration of Solutions, Mixtures, Solutions, and the Environment.

Earth's Crust: Geological Plate Tectonics and Time Scale, Rocks and Minerals, the Rock Cycle, Weathering, Soil; Seeing the Big Picture.

### Extra Help

Extra help sessions are scheduled for Thursdays at lunch. Please notify me in advance if you require a different day or time, as I am happy to be available for you.

# Grade 7 Course Outline - Family Studies

## Textile Arts and Design Grade 7

### Halifax Central Junior High

2015-2016

**Teacher:** Mrs. P. Hunson

**E-mail:** PHunson@hrsbn.ns.ca

**Website :** <http://teacherweb.com/NS/HalifaxCentralJuniorHigh/PatHunson/apt1.aspx>

(Can be accessed from the staff directory for Halifax Central Junior High)

**School Telephone:** 421-6777

### Program Components

This course introduces students to the knowledge and skills necessary to complete a simple sewing project, to care for clothing items, to make clothing repairs and to buy quality clothing items that will suit the budget, the individual's personality and the intended use of the garment.

This program is divided into *three* modules with general and specific curriculum outcomes assigned to each module. The following is a list of the modules and the general curriculum outcome assigned to each module. The number of specific outcomes covered will depend on the time available in the schedule.

#### Module 1: Exploring Personal Expression Through Clothing

*GCO: Students will be able to understand the impact of textile art and design on our daily lives.*

#### Module 2: Textile Production Basics

*GCO: Students will be expected to develop competency in the selection and use of technological applications in textiles.*

#### Module 3: The Clothing Consumer

*GCO: Students will be expected to use their knowledge of textiles to become more informed consumers.*

### Assessment and Evaluation

Throughout the term a variety of assessment tools will be used to gather information about student achievement to develop a valid and reliable picture of what a student knows and is able to do. The assessment tools may include the following but are not limited to:

- Written analysis
- Reflections
- Performance demonstrations
- Oral presentations
- Observations
- Sewing project

The assessment tools are designed to demonstrate the achievement of specific learning outcomes. These tools may be evaluated by a number code that indicates the degree to which a student has successfully demonstrated the learning outcomes based upon the assessment information collected. Refer to Power School, an online system of reporting that will provide a regular update of academic progress. A *summary* evaluation based on all assessments made during the term is indicated with a *numerical grade* on the official report card. An interpretation of the *term mark* is as follows:

90-100% - excellent

80-89% - very good

70-79%- good

60-69% - satisfactory

50-59% - limited

less than 50% - has not met the minimum requirements

## Course Supplies:

3-ring binder, loose leaf, pen/pencil, student agenda

\* *701 and 702* non-band students will participate in Textile Arts and Design on Thursday for a 90 minute class every week during semester 1 (semester 1 begins September 3, 2015 and ends January 31, 2016). *Students must bring their binder, pen/pencil and student agenda to every class to record important information.*

## Extra Help

Extra help will always be given upon request at the arranged time when both the teacher and student are available. This may be in the morning before school begins, at noon or in the afternoon when classes end.

## Student Expectations

- ü You are expected to arrive to class on time with the necessary supplies. You must bring a pen/pencil, 3-ring binder with loose leaf and a student agenda to every class.
- ü It is your responsibility to keep your binder up-to-date. If you are absent from class, make arrangements to borrow a classmate's binder to copy any written notes. The day you return to school, ask the teacher for the handouts and assignments you missed. You will be required to pass in any assignments on the due date unless special arrangements have been made with the teacher.
- ü Your 3-ring binder is to be used to hold all the handouts, assignments, written notes and journal entries for each lesson. Organize your binder according to the guidelines as outlined in the section "Notebook Maintenance Requirements".

## Notebook Maintenance Requirements

1. On the outside cover of the 3-ring binder, the following information must appear: *name, class* and *subject*.
2. All handouts, assignments and written notes for each lesson must be kept together as a lesson and in order.
3. Enter the date in the top right-hand corner of each page. That includes all the handouts and written notes. Be sure to enter your name, class and date on all assignments to be passed in for evaluation.
4. Use a *blue* or *black* ink pen (a pencil is acceptable as well) to write notes or assignments. Do *not* write with a red, green or any other color ink pen.
5. If you misspell a word or phrase, do *not* scribble to conceal error or try to erase. Place one line through the word or phrase and bracket.
6. Reinforce torn pages with tape or paper reinforcements.
7. Do *not* doodle on handouts, assignments, written notes or on the binder cover.

## Communication

Students and parents should feel free to contact me about progress or concerns. Students always know where to find me but parents and students alike should feel free to contact me by e-mail or by school telephone. Students and parents are encouraged to use my website for course information. For copies of handouts, assignments/rubrics and other important information just click on "*Grade 7 Family Studies Calendar*". For homework information click on "*Grade 7 Homework*."

## Sewing Project:

To be discussed with the students during the first class.



# WELCOME TO GRADE 7



## COURSE DESCRIPTION

We are in for a terrific year! In Healthy Living this year we have three main goals. First, to demonstrate positive self-identity that will enable you to manage your health, relationships and interactions. Second, to think critically and make informed decisions about health and the health of those around us and in a global context. And finally, to demonstrate effective communication and interpersonal skills in order to foster positive relationships. We will be learning through readings, discussion, debate, activities, movies, art, song and more.

## ASSESSMENT AND EVALUATION:

Both informal and formal assessments will be used to provide students with the opportunity to demonstrate that they have met the outcomes for this course. These assessments will include assignments, group work and presentations, in-class work, reflections, quizzes and tests and major projects. Summative grades for report cards will be determined using a combination of these assessments throughout each term. Rubrics, outlines and due dates for assessments will be available on my website:

<http://mledger.weebly.com/>

Students will be marked according to the following scale:

**In-Depth (4)** – Student shows an in-depth understanding of the outcome assessed

**Competent (3)** – Student demonstrates achievement of the outcome assessed

**Developing (2)** – Student demonstrates some understanding of the outcome but requires more development to meet grade level expectations

**Limited (1)** – Student has not demonstrated achievement of the outcome

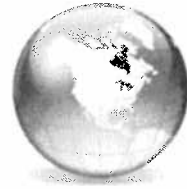
## HOMEWORK AND MATERIALS

Students are asked to bring their binder (with paper), and a pencil to each class. If students chronically forget these items I will get in touch with home via email so that we can support them together in organization. Similarly, I will let you know if students are having difficulty completing their homework and bringing it to class. Generally, I send these emails out at the end of the month to keep parents informed on a regular basis. If major assignments are late I will let you know ASAP so that we can make plans together to get the work completed and passed in.

If you have any questions or concerns please contact me at [mledger@hrsb.ca](mailto:mledger@hrsb.ca)

Best,

Mary Ledger



The grade seven curriculum explores how empowerment enables individuals and groups to make choices and make changes. People who are empowered have the freedom to make important decisions and the ability to carry them out. Students will investigate topics and issues in the history of Canada from the early 1800s to the end of the First World War. Each unit in the *Changing Your World* resource focuses on one type of empowerment – economic, political, cultural, societal, and national.

When we learn about.....	We'll be studying.....
<ul style="list-style-type: none"> <li>• What rights and responsibilities we have and how they are not the same everywhere in the world.</li> <li>• What things we can make choices about in our lives</li> </ul>	<p><b>Empowerment:</b> SCO 7.1.1 Explore the general concept of empowerment.</p>
<ul style="list-style-type: none"> <li>• Canada's resources, land and geography</li> <li>• The difference in the ways of life of aboriginal peoples and European settlers</li> <li>• The beginnings of industry</li> </ul>	<p><b>Economic Empowerment:</b> SCO 7.2.1 Analyze how commodities that lead to economic empowerment have changed. SCO 7.2.2 Investigate the various ways that economic systems empower or disempower people. SCO 7.2.3 Analyze trends that could impact future economic empowerment.</p>
<ul style="list-style-type: none"> <li>• Life in British North America around 1830-1860 and how it differed for various people.</li> <li>• How British North America was organized and ruled, and how some people rebelled.</li> <li>• How Canada became a country (Confederation) in 1867</li> </ul>	<p><b>Political Empowerment:</b> SCO 7.3.1 Evaluate the conditions of everyday life for diverse peoples living in British North America in the mid 1800s, including Aboriginal peoples, African-Canadians, and Acadians. SCO 7.3.2 Analyze how the struggle for responsible government was an issue of political empowerment and disempowerment. SCO 7.3.3 Analyze the internal and external factors that led to Confederation. SCO 7.3.4 Examine the political structure of Canada as a result of Confederation.</p>
<ul style="list-style-type: none"> <li>• The settling of Canada's West and the Northwest Rebellion</li> <li>• How Canada expanded from 1870-1914</li> <li>• How aboriginal people were affected.</li> </ul>	<p><b>Cultural Empowerment:</b> SCO 7.4.1 Explain how the expansion and development of Canada during the 1870s and early 1880s affected its various peoples and regions. SCO 7.4.2 Analyze the events of the Northwest Rebellion to determine its impact on internal relations in Canada. SCO 7.4.3 Analyze the degree of empowerment and disempowerment for Aboriginal peoples in present day Atlantic Canada during this period. SCO 7.4.4 Analyze the struggle for empowerment</p>

	by new cultural groups immigrating to Canada between 1870 and 1914.
<ul style="list-style-type: none"> <li>• Inequalities in society around the turn of the last century</li> <li>• Women's rights, including the right to vote</li> <li>• How society was changing leading up to World War I</li> </ul>	<p><b>Societal Empowerment:</b>  SCO 7.5.1 Evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20th century.  SCO 7.5.2 Describe the impact of the Industrial Revolution on industry and workers in Newfoundland, the Maritimes, and across Canada.</p>
<ul style="list-style-type: none"> <li>• Why WWI started and how Canada got involved</li> <li>• What life was like for soldiers in WWI and who the soldiers were</li> <li>• How Canada became stronger after WWI</li> </ul>	<p><b>National Empowerment:</b>  SCO 7.6.1 Explain how events in early 20th century led Canada toward Independence.  SCO 7.6.2 Explain Canada's participation in WWI.  SCO 7.6.3 Analyze the impact of WWI on Canada and her people.</p>

### **Our Class Climate and Learning Environment**

In Social Studies the students will be expected to follow the expectations set out for them at the start of the year. I expect that all students bring their supplies to class. It is expected that all students participate in class discussions, complete assigned tasks and respect others.

Students who miss time will be responsible to collect/make up their work. All handouts/assignments given will be posted on my social studies website under "Daily Activities". I encourage all students/parents to check the website when they are absent.

Students should always feel comfortable approaching me if they have any concerns. We can always come up with a solution to any problem in the class.

### **Assessment and Evaluation**

In Social Studies, I use a wide variety of assessment tools such as quizzes and tests, observations, research assignments (including presentations and group projects), video analysis, article reviews, role plays, self and peer evaluation and class discussion/participation.

In Social Studies parents can expect to be informed of how their child is doing in the course in a variety of ways and will include report cards, parent-teacher conferences, phone conversations, email and Powerschool. When assignments are graded I will place the student's grade and comment on Powerschool. It is important that parents and students check Powerschool regularly. All grade 7 students are currently set up with their Powerschool accounts.

## Reporting on Individual Outcomes

Student assessment will be done on the course outcomes. Assignments will outline which outcomes are being assessed and the criteria needed to meet the outcome (s).

Achievement levels will be communicated through Powerschool and individual rubrics. Below is the scale used when assessing outcomes on assignments.

<b>Level 4</b>	<b>In-depth knowledge and understanding of content and concepts. Able to extend the application of related skills.</b>
<b>Level 3</b>	<b>Competent knowledge and understanding of content and concepts. Appropriate application of the related skills.</b>
<b>Level 2</b>	<b>Developing knowledge and understanding of content and concepts. Developing in the application of the related skills.</b>
<b>Level 1</b>	<b>Limited knowledge and understanding of content and concepts. Limited application of related skills.</b>

## Reporting Periods

Throughout the school year, there are three formal reporting periods where report cards are sent home to parents/guardians (November, April, June). Additional reports are sent home for students with Adaptations and Individual Program Plans. Parents/Guardians are encouraged to monitor student progress through the parent portal in Power School.

### Report Card Descriptors for Grade 7, 8 and 9

**90-100%** - Demonstrates *excellent* understanding and application of concepts and skills in relation to the learning outcomes.

**80-89%** - Demonstrates *very good* understanding and application of concepts and skills in relation to the learning outcomes.

**70-79%** - Demonstrates *good* understanding and application of concepts and skills in relation to the learning outcomes.

**60-69%** - Demonstrates *satisfactory* understanding and application of concepts and skills in relation to the learning outcomes.

**50-59%** - Demonstrates *limited* understanding and application of concepts and skills in relation to the learning outcomes.

**Below 50%** - Has not met minimum requirements of the course

I look forward to working with your child this year. Do not hesitate to contact me with any questions or concerns throughout the year. My email address is [knickerson@hrsb.ca](mailto:knickerson@hrsb.ca).

**Kelly Nickerson**



**Ms. Keefe    Grade 7 Core French Course Outline**  
**Bienvenue! Programme de Français de Base 7ième année**

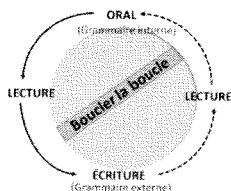


**Curriculum**

In French we learn to communicate in many ways. Students will receive one percentage grade and comment to represent their progress in the following four strands:

- ❖ Communication
- ❖ Culture
- ❖ General Language Education
- ❖ Language

I follow the neurolinguistic approach to teaching French. The main focus is on oral communication to empower students to participate in a French conversation. Students begin by learning how to ask and answer questions in French (Oral). This is reinforced by reading a weekly message or short books in French (Lecture). Students write a collective paragraph as a model example and personalize their own paragraphs in their journal (Écriture). They share their journals with a partner/small group/volunteer in front of the full group (Lecture/Oral). See diagram below.



**Possible Themes :**

Describing and presenting oneself or a partner, music, travel, movies/television and designing your ideal bedroom.

\*If students have an interest in French public speaking I will be posting more information under the competitions section of my website.

**Evaluation**

Assessment is ongoing and it will reflect students' progress on grade 7 specific French outcomes (these are posted on my website and attached to all rubrics). Assessment will be conducted in a variety of ways that include: peer and self assessments, rubrics, projects, homework, assignments, presentations, journals, participation, etc. I will track what students hand in on Power School and I will try my best to post students' results in a timely manner.

Outlines and rubrics will be posted on my website: <http://jenniferkeefe.weebly.com/>

The easiest way to access my website is through the main Halifax Central Junior High School site. Students will be given an outline and rubric for each major assignment. Class time will be given to work on assignments, but students will be expected to complete unfinished work at home. \*A great site/app to translate words is: [wordreference.com](http://wordreference.com) -or to edit work: [bonpatron.com](http://bonpatron.com)

Extra help is available most days after school or during the lunch hour. Students are welcome to set up specific times. If you have any questions or concerns, please do not hesitate to contact me. Thank you and I look forward to an excellent year! ☺

Ms. J. Keefe (Dobson) [jkeefe@hrsb.ns.ca](mailto:jkeefe@hrsb.ns.ca)

## Visual Arts Course Outline



In this course, students will be making art using a variety of media and subject matter. They will learn to recognize and utilize the elements and principles of art and design. They will study the work of particular time periods and cultures, as well as many of the images we encounter today.

### **They will be evaluated on:**

**Sketchbook Work** - smaller assignments, writing reflections and sketchbook drawings.

**Studio Work** - larger artwork assigned and worked on in class.

### **Evaluation will be based on:**

- skill and appropriate use of materials, as taught in class.
- fulfilling the objectives, as outlined in project rubrics.
- ideas and creativity shown in their work.
- their commitment to finishing each piece, based on time and effort made in class.

Students will be marked according to the following scale:

**In-Depth (4)** – Student shows an in-depth understanding of the outcome assessed

**Competent (3)** – Student demonstrates achievement of the outcome assessed

**Developing (2)** – Student demonstrates some understanding of the outcome but requires more development to meet grade level expectations

**Limited (1)** – Student has not demonstrated achievement of the outcome

Outlines, rubrics and due dates are available on my website: <http://mledger.weebly.com/>

**Note:** If students are absent and miss a class, it is essential that they make up the class immediately upon their return during extra help or by taking the work home with them to complete (if possible). Students should see me ASAP upon their return to make plans on how to be caught up for next class.

If you have any questions or concerns, please feel free to email me at [mledger@hrsb.ca](mailto:mledger@hrsb.ca)

Looking forward to a great year,

Mary Ledger

## Technology Education 7/8/9 Course Outline 2015-16

Mr. Legate

Email: [JLegate@hrsbc.ca](mailto:JLegate@hrsbc.ca) Web: [mrlegate.weebly.com](http://mrlegate.weebly.com) Twitter: [@mrlegate](https://twitter.com/mrlegate)

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### **General Goal:**

Students will explore and connect with technology in the context of everyday life and possible career and recreational pursuits. They will be able to see how technology influences their lives. They will learn how to problem solve through the design process (, build, test, evaluate and communicate) and create solutions to presented problems. These skills will be developed through hands-on activities (design challenges), class discussions computer based and written assignments.

### **Modules include:**

Communications Technology (Computers/Photography), Inventions and Innovations, Energy Engineering, and Production Technology

### **Technology Education General Curriculum Outcomes**

By the end of Grade 9, students will be expected to:

GCO 1: design, develop, evaluate, and articulate technological solutions

GCO 2: operate and manage technological systems

GCO 3: demonstrate an understanding of the history and evolution of technology, and of its social and cultural implications

GCO 4: demonstrate an understanding of the consequences of their technological choices

GCO 5: demonstrate an understanding of current and evolving careers and of the influence of technology on the nature of work

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### **Classroom:**

The majority of class time will be spent working on projects. Students will also complete assignments outside of class time where they will reflect on learning and skills acquired, as well as research additional topics. Attendance, completion of assignments, participation and a positive attitude are keys to success in this course.

The following two sets of rules have been set to create a safe environment for everyone.

### **General Classroom Rules:**

1. Be responsible for you. This includes: what you say, what you do and how you do it.
2. Be on time and prepared with all of your supplies when you come to class.



3. Respect: Yourself, Others, and your Environment (materials, location, equipment)

**Lab-specific Rules:**

1. **No horseplay in the lab at any time.** This includes: yelling, running, throwing objects, pushing, or playing with the tools/lab supplies.
2. No open-toed shoes when using the equipment.
3. Only use the machines with the teacher's permission and supervision.
4. Always wear safety glasses when using machines.
5. When using the machines, remove all loose jewellery and tuck in loose clothing. As well, long hair must be tied back.
6. When you have finished using a tool, please put it away. If you do not know where a tool belongs, please ask your teacher. You are responsible for leaving the Tech Ed lab as clean and tidy as it was when you entered.
7. Treat all tools and lab equipment with respect.

Halifax Central Junior High School  
Physical Education  
2015-2016

Mrs. K. Gillis

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*Physical Education provides students with the opportunity to participate in a wide variety of active living, leisure and skill development activities. In offering these activities in a safe, non-threatening and inclusive environment, students are expected to achieve the curriculum outcomes and learn the importance of being active and healthy.*

Topics Covered:

- Active for Life (ex: goal-setting, minimizing risk)
- Skill and Movement Concepts (ex: skill competency, appropriate decision-making)
- Life Skills (ex: personal and social responsibilities, fair play)

Expectations:

- Be **prepared**: arrive on time and in proper gym gear/clothing

*\*\*Students are expected to change out of regular school clothes and into PE clothing (sneakers, shorts, sweat pants, track pants, t-shirt, etc). This allows freedom of movement and ensures proper personal hygiene\*\**

- Be **positive**: have a positive attitude, respect yourself and others
- Be willing to **participate**: help with set up of equipment and take part in warm-ups and daily activities to the best of your ability

Assessment:

- Students will be evaluated according to the outcomes for their grade level through observations, tracking sheets, group presentations, daily participation and self-assessments.

*\*Failure to participate regularly may prevent students from achieving the outcomes\**

- Students will be expected to show progress in their own athletic skill level, demonstrate positive leadership skills, and show an understanding of what is needed to be a team player and a good sport.

### Report Card Descriptors for Grade 7, 8 and 9

**90-100%** - Demonstrates *excellent* understanding and application of concepts and skills in relation to the learning outcomes.

**80-89%** - Demonstrates *very good* understanding and application of concepts and skills in relation to the learning outcomes.

**70-79%** - Demonstrates *good* understanding and application of concepts and skills in relation to the learning outcomes.

**60-69%** - Demonstrates *satisfactory* understanding and application of concepts and skills in relation to the learning outcomes.

**50-59%** - Demonstrates *limited* understanding and application of concepts and skills in relation to the learning outcomes.

**Below 50%** - Has not met minimum requirements of the course

### Grading Scheme

Assessments will be evaluated using a four point rubric based on this standard rubric:

**Level 4:** In-depth knowledge and understanding of content and concepts.  
Able to extend the application of related skills to a variety of contexts.

**Level 3:** Competent knowledge and understanding of content and concepts.  
Appropriate application of the related skills.

**Level 2:** Developing knowledge and understanding of content and concepts.  
Developing in the application of the related skills.

**Level 1:** Limited knowledge and understanding of content and concepts.  
Limited application of related skills.

**Halifax Central Junior High**  
**Course Outline - Grade 7 Band Instruments 2015/2016**

**General Curriculum Outcomes**

Weekly modules in band will cover a variety of outcomes from the General Curriculum Outcomes outlined here. Students will be evaluated on their performance of these outcomes as they correspond to our weekly assignments.

- 1: Students will be expected to explore, challenge, develop and express ideas using the skills, language, techniques, and processes of the arts.
- 2: Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- 3: Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture.
- 4: Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expressions.
- 5: Students will be expected to examine the relationship among the arts, societies, and environments.
- 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- 7: Students will be expected to understand the role of technologies in creating and responding to expressive works.

**Report Card Grading Language for Grades 7- 9 Band**

At the end of each term students report cards will include a mark and descriptive language as shown below.

- 90-100%**- Demonstrates *excellent* understanding and application of concepts and skills in relation to the learning outcomes.
- 80-89%** - Demonstrates *very good* understanding and application of concepts and skills in relation to the learning outcomes.
- 70-79%** - Demonstrates *good* understanding and application of concepts and skills in relation to the learning outcomes.
- 60-69%** - Demonstrates *satisfactory* understanding and application of concepts and skills in relation to the learning outcomes.
- 50-59%** - Demonstrates *limited* understanding and application of concepts and skills in relation to the learning outcomes.
- Below 50%** - Has not met the minimum requirements of the course.
- INS** – Insufficient evidence to determine a grade
- IP** – In progress until all components of the course are completed.

**Assessment Methods in Band**

The assessment methods used in band will include tests, quizzes, performance assessments, rubrics, field trips, self assessments, rehearsal critiques and practice logs. All assignments are to be handed in on time. Students are required to practice their instrument at home on a regular basis. Students will be graded on their work on a four point system and the accumulated grades will receive points to make the end of term mark a percentage out of 100.

### Term I – Weekly Modules

#1) Music Theory - Treble Clef and Rhythm Assignment #1
#2) Music Theory - Treble Clef Review and Performance Assignment #1
#3) Music Theory - Bass Clef and Major Scale Assignment #1
#4) Music Theory - Bass Clef Review
#5) Theory Sheet completion and review
#6) Theory Sheet completion and review
#7) <b>Music Theory Treble/ Bass Clef Assessment</b>
#8) Rhythm Studies #1 Review
#9) <b>Rhythm Quiz</b>
#10) Major Scale and Performance Assignment #1 Review
#11) <b>Performance Assessment</b>
*Assigned band music will be handed out and practiced through out the entire year.

### Term II – Weekly Modules

#1) Musical Symbol Study #1
#2) Musical Symbol Study #2
#3) Visiting Artist in Rhythm Studies
#4) Variety Show Prep
#5) Variety Show
#6) Musical Symbol Review/Study
#7) <b>Musical Symbol Assessment</b>
#8) Rhythm Study Assignment #2 Review
#9) <b>Rhythm Study Quiz</b>
#10) Rhythm Dictation Assignment #1
#11) Major Scale and Music Study #3
#12) <b>Rhythm Dictation Quiz</b>
#13) Visiting Artist in Rhythm Studies
#14) Class critique on Rhythm Study Work
#15) Review Performance Assessment
#16) <b>Performance Assessment</b>
#17) Make up class for all assignments and sight-reading.

### Term III – Weekly Modules

#1) Music Terminology Study #1 and Rhythm Assignment #3
#2) Music Terminology Study #2 and Performance Assessment #3
#3) Music Terminology Review/Study
#4) <b>Music Terminology Assessment</b>
#5) Rhythm Study Assignment #3 Review
#6) <b>Rhythm Study Quiz</b>
#7) Rhythm Dictation Assignment #2
#8) <b>Rhythm Dictation Quiz</b>
#9) Major Scale and Performance Assessment #3 Review
#10) <b>Performance Assessment</b>
#11) Variety Show Prep
#12) Variety Show