

# 2018-2019 Almadina Long Range Plans - Ogden

## Grade 7

Subject	September	October	November	December	January	February	March	April	May	June
<b>Language</b>  <b>Arts</b> <b>Ms. Smith,</b> <b>Ms. Daljevic</b> <b>Ms. Hamill</b>	Grammar, language mechanics, reading comprehension, Vocabulary, Writing Prompts									
	<b>Introduction</b> Routines and Expectations, Reading Comprehension, Reading and Writing Process, Studying and Remembering, Using Agenda Narrative Writing	<b>Poetry and Short Film</b> Students will study of poetic language, devices, poems. Students will read, write, listen, speak, view, and visually represent poems. What is poetry? Why study poetry? What poems speak to me? Why?	<b>Short Stories and Plays</b> Students will explore a variety of short stories in the form of both narratives and plays. Students will analyze the elements of story, and read, write, listen, speak, view and visually represent to understand and demonstrate their understanding of a variety of texts.		<b>Novel Study &amp; Essays</b> Students will read a class wide novel. TBD. Students will write a persuasive essay based on the novel. Unit enrichment activities will be thematically based on the novel.		<b>Media/Research Project: Debate, Documentary, Blog, Game</b> Students will select a topic to research. Students will read, write, listen, speak and view in order to create a product based on their research to present to the class.		<b>Film Study/ Review</b> Students will view and analyze a film. Students will review core concepts.	
<b>Math</b>  <b>Ms. Chiem ,</b> <b>Ms. Abdul-Rahman</b>	Identify and plot points in the four quadrants of a Cartesian plane, using integral ordered pairs. Perform and describe translations, rotations or reflections of a 2-D shape (limited to integral number vertices)	The addition, subtraction, multiplication and division of decimals to solve problems.  Relationship between positive terminating/terminating decimals and positive fractions.	Solve problems involving percents from 1% to 100%.  Divisibility by 2, 3, 4, 5, 6, 8, 9 or 10, and why a number cannot be divided by 0.	Fractions: adding and subtracting fractions with like and unlike denominators.  Finding a common denominator to add and subtract fractions and mixed number with unlike denominators	Express probabilities as ratios, fractions and percents. Conduct a probability experiment to compare the theoretical and experimental probability (determined using graphic organizer) probability of two events.	Perform geometric constructions, including: perpendicular and parallel line segments, and perpendicular and angle bisectors.  Develop and apply a formula for determining the area of: triangles, parallelograms.	Demonstrate an understanding of circles: radius diameter, circumference, and area. Create circle graphs.	Create, graph and analyze a table of values to draw conclusions and solve problems. Explain the difference between an expression and an equation. Evaluate an expression, given the value of the variable(s).	Model and solve, one-step linear equations of the form $x + a = b$ , where a and b are integers. Model and solve, concretely, pictorially and symbolically, problems that can be represented by linear equations.	Demonstrate an understanding of central tendency and range. Determine the effect on the mean, median and mode when an outlier is included in a data set. Construct, label and interpret circle graphs to solve problems
<b>Science</b> <b>Ms. Movassegi,</b> <b>Mr. Maruyama</b>	Students will learn about relationships between living things and their environments, and develop their awareness of ecosystem components and interactions, as well as natural cycles and processes of change.		Students will learn that the production, transfer and transformation of heat energy play an important role in meeting human needs, and students investigate sources and uses of heat energy and consider the impact of resource usage on our long-term ability to meet energy needs.			Students will learn about natural, human-made, external and internal forces, stability and will investigate the properties of materials used, and test them under different loads and forces		Students will learn that the scientific study of Earth is based on direct observation of landforms and materials that make up Earth's surface and on the sample evidence we have of Earth's interior.	Students will learn that humans have always depended on plants as a source of food and fibre, and to meet a variety of other needs, and that technologies have been developed for selecting and breeding productive plant varieties and for maximizing their growth by modifying growing environments.	

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<b>Social Studies</b> Ms. Smith Mr. Peters	Diverse Peoples of Canada. -Exploring the different Peoples who existed and thrived in Canada as we know it Pre-European Contact	Early European Explorers -Early exploration of Canada -European interaction with existing First Nations and the implications of first contact	Early European Colonies -Development and creation of early colonies	The Fur Trade -Establishment and development of the fur trade as industry in the New World (HBC, NWC)	War and the British Conquest -Impacts of warring France and Britain on Canada and the colonies	The United States Breaks Away -Friction between Britain and the colonies leads to the American Revolution	The Great Migration and the Push for Democracy -Outflow of people from one colony to the other, the quest for democracy	Confederation -The struggle and development of Confederation -The birth of Canada as a united nation.	The Metis Rise Up -Conflicts with the Metis in Manitoba and the impacts on Confederation -Western Expansion and developing National Policy -Citizenship	Exam Review -Reviewing Topics from the course of our studies in preparation for the final exam
<b>Health</b> Homeroom Teachers	Wellness Choices: Personal Health, Safety and Responsibility			Relationship Choices: Understanding and Expressing Feelings: Interactions, Group Roles and Processes			Life Learning Choices: Learning Strategies, Life Roles and Career Development, Volunteerism			
<b>Physical Education</b> Mr. Elladen Ms. Forster	<b>Cooperative Games</b> - Students will engage in activities which will require students display good sportsmanship and positive team play	<b>Volleyball/Handball</b> Students will learn how to perform the forearm and overhead pass. Students will also play games like handball and tchoukball to enhance their catching, throwing, spatial awareness, and team skills.	<b>Wrestling/Fitness</b> Students will learn the fundamentals of combatives. They will also be challenged with fitness testing which will occur throughout the year.	<b>Basketball</b> - Students will learn how to dribble, pass, and shoot through drills and small sided games.	<b>Dance/Game creation</b> - Students will get involved in moving their feet to a variety of steps through a variety of genre of music. Students will also be responsible for creating their own games using a variety of class resources.	<b>Hockey/Ringette</b> Students will learn to transfer and maneuver a ball/ring using a hockey stick and ringette stick. Students will be engaged in mini drills and team games.	<b>Badminton/Pickleball</b> -Students will continue to enhance their implement skills Using a variety of rackets. Students will be engaged in mini partner drills and small sided games.	<b>Soccer</b> Students will participate in small sided soccer games and enhance their teamwork abilities.	<b>Track and Field</b> Students will be engaged in a variety of fitness activities along with running and jumping competitions	<b>Cooperative Games</b> Students will participate in a variety of modified games of baseball, kickball, ultimate frisbee, rugby, and football

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### International Languages

	Review		Reading & Writing			
	Describing		Verbs	Sentences		
<b>French</b> <b>Ms. Daljevic</b>	Vocabulary review & focus on listening and speaking skills. Students will be conducting presentations and interviews in French.  <i>Year Long Topics: Traveling, Geography, Holidays, Francophone cultures and Celebrations</i>		Focus on adjectives and modifying them to account for the gender and number of the noun	Focus on learning different verbs and how to conjugate in present tense.	Learning sentence structure. How to write solid sentences, how to pose questions and how to answer in full sentences during a conversation.	Learning how to write stories and compositions. Learning how to read French stories and present them to the class.  <b>Year Long Topics:</b> <i>Traveling, Geography, Holidays, Francophone cultures and Celebrations</i>
<b>Arabic</b> <b>Mrs. Kervanchi</b> <b>Mr. Al Hessry</b>	<b>Cars</b> Stories, Poems, reading lessons, drawings, colorings, and functioning words. presenting , posters and spelling tests.  Students will use Arabic in variety of situations (receive and impart information) <b>السيارات</b>	<b>Trustworthy</b> Vocabularies and translations. reading lessons, , and poems to extend more understanding to the topic. Students will use Arabic in variety of situations (to extend their knowledge of culture) <b>الأمانة</b>	<b>Family Responsibilities</b> The unit will focus on listening, speaking, reading, writing, viewing and presentation skills/activities. Students will use Arabic in a variety of situations and for a variety of purposes (to form, maintain and change interpersonal relationships). <b>مسؤوليات عائلية</b>	<b>Flying</b> Reading Lessons, labeling , Projects ,Songs and Movies. Students will know and use various strategies to maximize the effectiveness of learning and communication.( general learning ) <b>الطيران</b>	<b>Environment</b> Stories, reading lessons, colorings, and functioning words. presenting , posters and spelling tests.  Students will acquire the knowledge, skills and attitudes to be effective (All around you) <b>البيئة والاتسـان</b>	
<b>Urdu</b> <b>Ms. Aslam</b>	<b>Numbers</b> New Vocabulary words, Explore meaning in variety of ways through drawing, rephrasing, making a model. Writing: -Interpret and produce written text. Respond to questions about the story Grammar: Urdu Rules(Punctuation marks, Singular/plural, masculine/feminine, opposites etc. On going quizzes	<b>Weather</b> Speaking: - new vocabulary on meeting a great leader. Describe, people, places, things or sequences of actions.Inquire about and express interest. Explore meaning in variety of ways through drawing, rephrasing, making a model. Writing: -Interpret and produce written text. Respond to questions about the story Grammar: Urdu Rules(Punctuation marks,Singular/plural, masculine/feminine, opposites, idioms etc. On going quizzes	<b>Using Time Wisely</b> Speaking: - new vocabulary on on our heritage( Building) Describe, people, places,things or sequences of actions.Inquire about and express interest. Explore meaning in variety of ways through drawing, rephrasing, making a model. Writing: -Interpret and produce written text. Respond to questions about the story Grammar: Urdu Rules(Punctuation marks,Singular/plural,masculine/feminine, opposites, idioms etc. On going quizzes.	<b>Writing short stories</b> Speaking: - new vocabulary on on our heritage( Building) Describe, people, places,things or sequences of actions.Inquire about and express interest. Explore meaning in variety of ways through drawing, rephrasing, making a model.	<b>Letter Writing</b> new vocabulary on toys , the materials they are made out of and and their clothing. Explore formal and informal use of language in a variety of context. Describe, people, places,things or sequences of actions.Inquire about and express interest. Explore meaning in variety of ways through drawing, rephrasing, making a model. Writing: Interpret and produce written text. Respond to questions about the story Grammar: Urdu Rules(Punctuation marks,Singular/plural,masculine/feminine, opposites, idioms etc. On going quizzes	

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<p><b>ELO</b> <b>Ms. Smith</b></p>	<p>Reading Comprehension: Decoding, Encoding, Fluency, Sight Words, Vocabulary, Finding Main Idea, Recalling Facts and Details, Distinguishing between Fact and Opinion, Summarizing, Focusing and Self Monitoring Writing: Sentence Combining, Paragraphs, Note-taking</p>				

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<b>Virtues Integrated</b>	Perseverance			Generosity			Gratitude			
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<b>Technology Integrated</b>	Digital Citizenship, Online Safety, Google Drive, Google Docs, Online Research									
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<b>Fine Arts Mr. Maryama</b>	Music - Introduction to Rock and Roll	Music - Rudimentary Theory	Music - Performance section	Music Term 2 - Introduction to Rock and Roll	Music Term 2 - Rudimentary Theory	Music Term 2 - Performance section	Music Term 2 - Performance Section	Music Term 3 - Introduction to Rock and Roll	Music Term 3 - Rudimentary Theory	Music Term 3 - Performance section
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<b>Fine Arts (Ms. Reimer)</b>	<b>Term 1 Sculpting</b> - More advanced clay modelling and slab techniques (e.g., additive, subtractive, cutting, welding, etc.); casting plaster, using molds.			<b>Term 2 Painting</b> – applying fundamentals acquired in drawing to painting; increased sophistication in brush skills, introduction to acrylic; understanding and using color theory.				<b>Term 3 Drawing</b> - Nine fundamental laws of drawing (creating illusion of three-dimensionality); drawing with increasing accuracy; textures, pattern, hatching and cross-hatching; distortion of line for special design effects; perspective.			
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<b>Drama Ms. Hamill</b>	Stage Movement: Pantomime, facial expression, body language, etc	Auditions and Monologues: Improv, cold reading, Monologue	Performance: Script/Monologue analysis, Character motive and purpose, Individual/group performances) All performances will be based on students input and capabilities	Voice and Speech: Pronunciation, character tone, Volume, etc	Auditions and Monologues Improv, cold reading, Monologue	Performance: Script/Monologue analysis, Character motive and purpose, Individual/group performances) All performances will be based on students input and capabilities	Character Development: Script/Monologue analysis, Character motive and purpose	Auditions and Monologues Improv, cold reading, Monologue	Technical Theatre Costumes, Props, and set	Performance Script/Monologue analysis, Character motive and purpose, Individual/group performances)All performances will be based on students input and capabilities
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<b>Outdoor Education Mr. Peters</b>	Leadership and Community Building	Camping and Trip Planning	Knots and Bushcraft	Fire Building and Safety	Knife Usage and Safety	Shelter Building	Leadership and Community Building	Camping and Trip Planning	Knots and Bushcraft	Fire Building and Safety	Knife Usage and Safety	Shelter Building	Leadership and Community Building	Camping and Trip Planning	Knots and Bushcraft	Fire Building and Safety	Knife Usage and Safety	Shelter Building
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