

WE ARE BAZ!
How do we tell the story of Resilience?



Grade 7 Curriculum Newsletter
April - June 2021

Essential Question - “How do I identify and show resilience in my local, national, and global community?”

This year in grade 7, learners will be exploring the power of story and resiliency through the lens of our essential question, “How do I identify and show resilience in my local, national, and global community?” All of our learning experiences will be anchored in our essential question.

As members of Treaty 7, we value the voice and knowledge of the Indigenous Peoples of this land. As such, we have intentionally weaved Indigenous voice, land-based, story-making, and reflective experiences throughout this year.

As we journey through the Alberta Program of Studies curriculum students will engage in regular reflective experiences called Stirring Spaces. These land-based experiences will allow learners to explore and represent our essential question in meaningful ways. To demonstrate that all learning is connected, learners will explore our themes mirroring the natural cycle of the seasons during our learning, change, regeneration, and growth.

According to Elder Butch Wolfleg, a Wintercount is a traditional Siksika “calendar” or method of keeping a history of significant events using symbols. A Story Robe is a personal Wintercount of symbols that depict a series of significant events that represent one’s stories of resilience and identity during a time period. Through our provocation of the Wintercount students will engage in story making and telling through the creation of a personal Story Robe of their time in Grade 7.

Results/Social/Emotional Learning

As we explore the meaning of community, resilience, and We Are Baz, learners will demonstrate and reflect on their **personal growth and development**. This includes setting and working towards learning goals and engaging in learning with confidence and persistence.

Our grade 7s have also signed a treaty this year to guide our learning community. Honour All, Do My Job and Be Resilient. These 3 values will be a standard and help us navigate our social development as a learning community.

Additionally, learners will be engaging in lifestyle teachings such as The Circle of Courage which focuses on lifestyle choices and fostering a healthy sense of generosity, belonging, mastery, and independence.

We want students to focus on:

- Personal development - during this unusual time, how can students take care of themselves? How can students reach out for support when they need it?
- Character - How can students self-motivate themselves to reach their goals of successful learning?
- Citizenship - How can students take part in their families and community to support one another?

Humanities

During this final learning cycle, students will explore conflict, immigration, economy and technology in Canadian history through the lens of **growth**. Through inquiry-based learning of post-Confederation Canada, students will develop skills in historical thinking and view events through multiple perspectives. Students will understand the cause and effect sequence of historical events, form opinions, and continue to develop critical thinking skills by analyzing local and current events.

To enhance communication skills, students will begin synthesizing their ideas and exploring essay format in their expository writing. They will also begin analyzing themes, central ideas, and perspectives through all types of writing. All curricular areas will maintain a focus on literacy. Students will be introduced to diverse texts to allow them to expand their understanding of the world and make personal connections to literature. Students will continue to use a variety of comprehension strategies when reading.

Students will continue to explore their understanding through land-based experience by visiting our Stirring Space. This will allow learners to reflect and tell their story of resilience and growth through our year-long project of the creation of Story Robes.

Mathematics

As we enter the final cycle of mathematics, we will be focusing on continuing building a strong foundation that will help students succeed in the topics that have been covered throughout the year. Developing number sense and an ability to work with shape and space will allow students to explore and expand on topics, and in addition make relations to nature and the environment around us in order to help us build on our personal Story Robes. The topics below will be our focus during our final term as we explore how they can be related to real-life phenomena using a mathematical lens.

Fractions, Decimals, Percents:

How do fractions relate to decimals and percentages? Students will build skills on how to convert between fractions, decimals, and percentages. From this understanding, students will build skills and confidence in how to apply real-life percentages to everyday life.

Geometry and Measurement:

Where can we find geometry and measurement in the natural world, using **land based experiences**? Students will use acquired knowledge through describing relationships between radius, diameter and circumference. Students will then transfer this knowledge to determining circumference of various trees in the Ian Bazalgette area and then calculating the diameter and radius.

Statistics and Probability:

Using measurements acquired from Geometry and Measurements, students will be able to transfer this to determine mean, median, mode circumferences of trees in surrounding areas of the school. Students will then investigate properties of trees to create circle graphs and pie charts to interpret various physical properties. From measuring circumferences and heights of smaller trees, students will then be able to predict heights of taller trees using a known circumference within a certain probability.

Science

Our guiding question of “How do I identify and show resilience in my local, national, and global community” will shape how we **explore** the fundamental relationships in science over time, **discover** new connections, and **apply** our knowledge to issues in our society and environments. With the support of the provocation of our stirring spots students will apply and understand the importance of observing the world around us while placing a focus on identifying how the world they observe demonstrates natural resilience. Much like a scientist, students will use an inquisitive approach to observing the world. The concepts below will guide our thinking and connection-making between environmental events and in turn allow students to begin to develop scientific conclusions for themselves and identify how our world demonstrates resilience.

- Interactions and Ecosystems - How do life-supporting environments meet the needs of living things for nutrients, energy sources, moisture, suitable habitat, and exchange of gases? Can humans create these environments to produce living organisms for consumption, or even improve them?
- Plants for Food and Fibre - What are the similarities and differences between land use in natural environments versus managed environments such as farms, greenhouses etc? How has advances in technology helped us to create more sustainable practices to produce food for the ever-growing population?
- Heat and Temperature - What types of impacts do rising global temperatures have on plant species throughout the world?
- Planet Earth - What kind of impact have humans had on various environments around the world, as well as native plant and animal species? How can we advocate for a more sustained community on a local level?
- Structures and Forces - What types of structures have humans built to replicate natural environments for food production around the world? What forces are used in various irrigation systems for plant production? How can structures contribute to higher levels of sustainability through the use of greenhouses and hydroponics?

Assessment

The teacher will utilize a variety of formative and summative assessment tools to assess student achievement. Students will be provided with various opportunities to demonstrate their knowledge, skills, attitudes, and learning. Students will be given feedback often, along with opportunities to improve on and refine the skills we will be developing.

Through conversations and observations, teachers will be creating a safe space for students to express themselves comfortably in order for students to build their self-advocacy capacity, while also identifying their own individual learning needs. Through the use of visual journals, students will practice visual thinking routines and teachers will have a running record of the evidence that will provide opportunities to assess and respond to learning needs accordingly throughout the year.

Utilizing project-based learning our students will expand on their learning and challenge themselves to create projects that are of interest to them, and relevant to their lives. Students will also be exposed to quizzes and tests throughout the year to check their learning. As we conclude our year in June we will use a cross-curricular exit project to demonstrate student learning that has taken place over the entirety of the year.