LANGUAGES

English

This course enables students to consolidate their grasp of basic writing skills as they broaden their vocabulary, review sound sentence structure – including complex and compound sentences - and continue to develop their ability to write strong paragraphs. Students creatively apply these writing skills in a variety of forms– journals, fables, dialogue and narration, letters, and newspaper articles. Once these basic skills are strengthened, they will then be applied to the new skill of essay writing. In reading, students will learn to analyze short stories and novels based on the key elements of plot, character, and setting. Through these stories, students will also develop their ability to make inferences and connect what they read with their own lives and the world around them. Since both novels studied are allegories, students will also have a chance to reflect on the deeper spiritual truths found within these stories. Finally, students will also survey the media forms of newspaper articles and advertisements, learning to critically evaluate what they read in the media. As students engage in class discussions, work in groups, and give presentations, they will have the opportunity to gain confidence in oral communication as well as learn from their peers.

Texts: *Language Power E (Gage) Crossroads 8* (Gage) *Bible* (NIV) *The Magician's Nephew* (Harper Collins) *The Book of the King: The Wormling Book 1* (Tyndale House Publisher)

French

This new course, AIM (Accelerative Integrative Methodology), makes use of high-frequency vocabulary, introduced with gestures and contextualized in stories, drama, songs and dance. The program allows students to rapidly achieve high levels of oral and written fluency, using a story-based approach to language learning rather than a thematic approach. This innovative program gives the students a new perspective on the language and a positive approach to learning by enabling them to express themselves orally as well as in creative writing.

Texts*: English/French Dictionary* (Larousse)

MATH, SCIENCE AND TECHNOLOGY

Mathematics

Throughout this grade, in order to promote a positive identity as a math learner, to foster well-being and the ability to learn, build resilience, and thrive, students will: apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum, demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life, use knowledge of numbers and operations to solve mathematical problems encountered in everyday life, identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts, demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts, apply the process of mathematical modeling to represent, analyse, make predictions, and provide insight into real-life situations, manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life, describe the likelihood that events will happen, and use that information to make predictions, describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them, compare, estimate, and determine measurements in various contexts, demonstrate the knowledge and skills needed to make informed financial decisions.

Text: *Math Makes Sense* (Pearson)

Science

The course begins with a study of *Interactions in the Environment* and how organisms are interdependent upon one another. A major project will be designing and sustaining a model ecosystem. The choices and consequences of making, using and disposing of *Pure Substances and Mixtures* will be investigated. Diffusion, measuring mass changes when states of matter change, identifying mixtures versus pure substances, calculating concentrations and solubility, determining the solubility of a solid when temperature changes occur, distillation and other separation techniques for mixtures will also be investigated. When looking at *Heat in the Environment* the benefits and

consequences of energy transfer on society and the environment will be considered. Expansion and contraction, thermal energy transfer from the body and energy transfer through states of matter will be investigated. How *Form and Function* of structures work together to endure forces and sustain loads are studied. Creating and testing models of internal forces, beam design, a truss and scaffold will be done. Finding the centre of gravity of an irregular shaped structure, finding the line of symmetry, calculating the efficiency of a structure, determining ergonomic function and universal design will also be investigated.

Text: *Science & Technology Perspectives 7* (Nelson)

Computing and Coding

This class meets one period in the four day rotation, and students will work on solving problems and creating computational representations of mathematical situations using coding concepts and skills. The course will also focus on using the tools in Google Suite more effectively in an online learning environment. We are committed to helping students have the skills they need to be successful, not only at school but in life, this includes general knowledge, but also the abilities to work collaboratively, think critically and problem solve. We are excited for this new development in our curriculum.

Text: *None*

SELF AND SOCIETY

Geography

In Grade 7 geography, students will explore opportunities and challenges presented by the physical environment and the ways in which people around the world have responded to them. They will develop an understanding of patterns in Earth's physicals features and of the physical processes and human activities that create and change these features. Building on their knowledge of natural resources, students will study the extraction/harvesting and use of these resources on a global scale. They will examine the relationship between Earth's physical features and the distribution and use of natural resources while exploring ways of preserving global resources. In this grade, students will be introduced to the geographic inquiry process and to the concepts of geographic thinking. They will apply the concept of geographic perspective while investigating the impact of natural events and human activities on the physical environment and also various effects of natural resource extraction/harvesting and use. Students will continue to develop their spatial skills, extracting and analysing information from a variety of sources, including different types of maps and graphs, photographs and digital representations, and geographic information systems (GIS).

Text: *Physical Geography/ Canadian History 7* (Pearson) *Canadian Oxford School Atlas* (Oxford)

History

In Grade 7 history, students will examine social, political, economic, and legal changes in Canada between 1713 and 1850. They will explore the experiences of and challenges facing different groups in Canada during this period, and will compare them to the experiences of present-day Canadians. In this grade, students will be introduced to the historical inquiry process and will apply it to investigate different perspectives on issues in eighteenth- and early-nineteenth-century Canada, including issues associated with the shift in power from France to Britain. Students will learn about various groups that existed in colonial Canada and how they were affected by the conflicts and changes that characterized this period. They will begin to apply the concepts of historical thinking to their study of Canadian history, leading to deeper and more meaningful explorations of life in colonial Canada. Students will also develop their ability to gather and critically analyse evidence from primary sources in order to form their own conclusions about historical issues and events.

Text: *Physical Geography/ Canadian History 7* (Pearson)

Physical and Health Education

This course (two periods in every four days cycle) encourages the development of physical fitness through personalized training programs as well as through a variety of indoor and outdoor sports. Some of these include squash, water games, soccer, volleyball, ball hockey, softball, ultimate frisbee, cooperative games and basketball. Swimming has a special focus. Downhill skiing, cross-country skiing, canoeing and outdoor education are also included through various field trips. The health portion of this course deals with such topics as physical fitness, principles of training, nutrition, friendship, self-esteem and conflict resolution.

Text: *Total Health* (River's Edge)

Bible
This course (two periods every four days in a cycle) focuses on how God interacted with his people in biblical times. Students will examine Themes of the Old Testament, The Feasts of the Lord, and the Old Testament books of Job, Ecclesiastes, and Proverbs. Our hope is that the students will learn to know God, believe in God and live for God as they delve into this Bible curriculum.

Text: *Walking with God and His People* (Credo House Publishers)

THE ARTS

Instrumental Music
The acquisition of musical knowledge and skills is cumulative and sequential, based on the learning from earlier grades. In Grade 7, students will build on their knowledge of the elements of music and related musical concepts that were introduced in Grades 1 to 6. Students consolidate their prior music learning through a variety of opportunities for listening, performing, and creating. They analyse the role of music in their lives and the ways in which music has changed in response to a variety of historical, cultural, and other influences. Students will develop understanding of musical concepts through participation in musical experiences that involve listening, creating, and performing instrumental music.

Visual Arts
The Visual Arts course in Grade 7 is a challenging and fast-paced program based on the curriculum prescribed by the Ontario Ministry of Education. The course touches many media as it leads the students through projects that introduce the elements and principles of design. The foundations of drawing, painting, print making, calligraphy, sculpture, and design are taught using a variety of materials and techniques. Colour theory and perspective is also studied. Art History is begun informally. The Grade 7 course is the beginning of a sequential continuum of study that culminates with the senior secondary school year. There is no formal textbook.

North Toronto Christian School reserves the right to alter at any time the courses and textbooks described herein to meet changing circumstances.