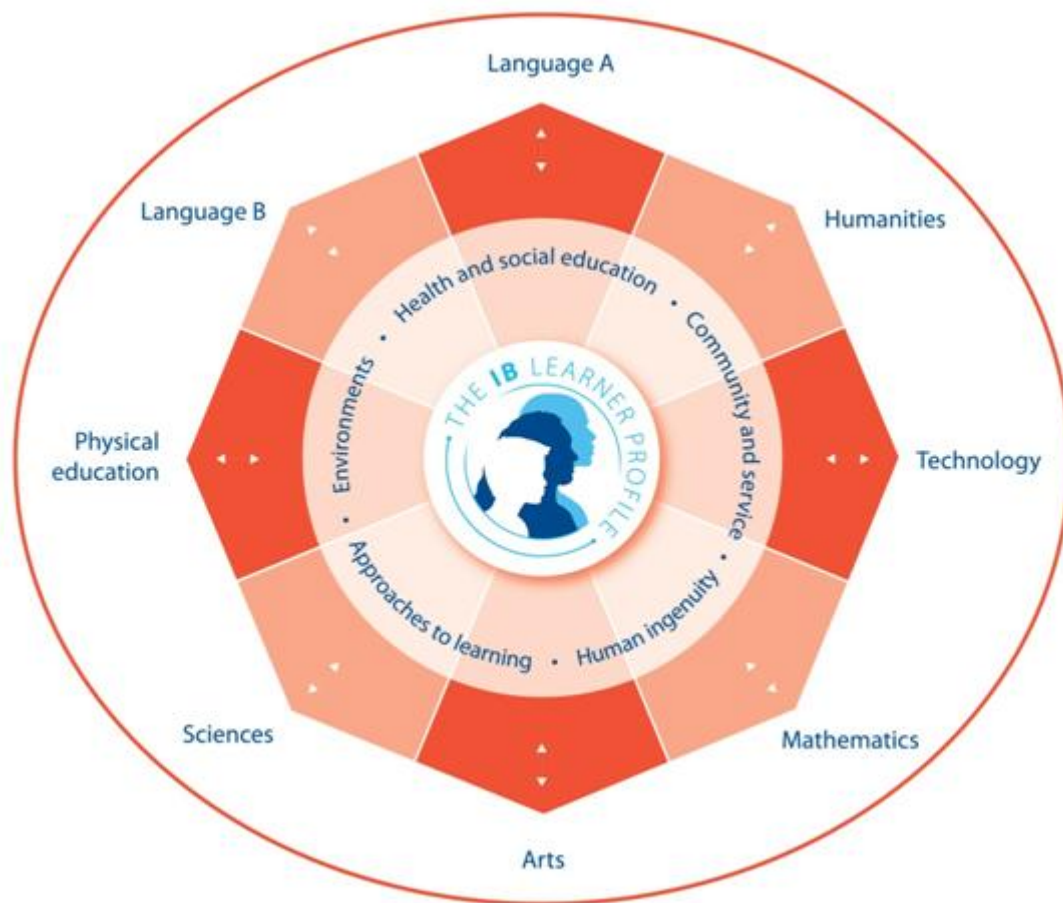


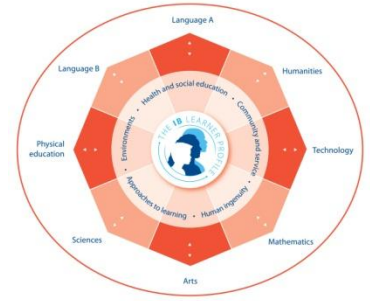
Curriculum Outlines

2009-10

Grade 7



Visual Arts at Brockton



Visual Arts (Arts in MYP speak) aims to encourage students to understand how it plays a role in developing and expressing personal and culture identities. The Arts also teach students to become reflective through the processes, innovations and situations that it will present to them while being aware of how they can communicate and express ideas. Students will gain appreciation for how the Visual Arts have transcendent across culture and time while becoming aware of present day art practices and movements. The Arts will further encourage each student to become while rounded lifelong learners who can think creatively and inspire others around them.

Course Outline

In grade 7 Art students will become knowledgeable with the use of Elements of Art and Design while reflecting upon personal techniques. They will learn and practice ceramic building methods and art planning strategies. Students will practice painting techniques while discovering Impressionism and Feminism. We will reflect on aspects of street culture issues and creating a voice through art. Students will engage in various non-traditional methods with a focus on process. Students will become aware of modern art practices while keeping their own visual journal.



| Unit Title | Guiding Question | Area of Interaction <i>(putting content into context)</i> |
|-------------------------------|--|--|
| Elements of Art Self Portrait | How can I express myself through the elements? | Human Ingenuity |
| Building with clay | Where would I be with out clay? | Human Ingenuity |
| Altered Impressionist | Where are the female Impressionists? | Human Ingenuity |
| The Banal | What is the banal? | Environments |
| The Art of Street Culture | Vandalism or art form? | Environments |
| Visual Journals (all year) | How do I develop as an artist? | Approaches to Learning |

Assessment

Students will be evaluated through many areas and are expected to contribute in all aspects. These will include: completion of projects to their highest potential in a timely manner (60%), visual journal (20%), in class assignment (10%) and homework tasks (10%). Students will not directly be evaluated on class room etiquette but having respect and discipline is essential to an art program. Their end of year grade will be derived from unit assessments (90%) and end of year exam (10%).

Class expectations and equipment

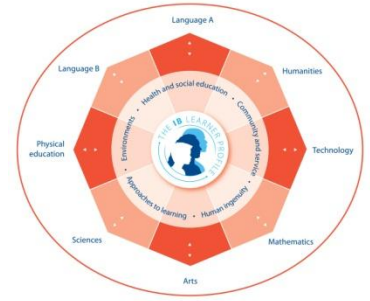
All students will be expected to participate in all activities and to challenge themselves through different processes and methods. All students will be expected to keep a visual journal and a small folder or binder for handouts and other loose materials. Students will need: colored pencil crayons, a ruler, scissors, eraser, pen and pencil, exacto blade and painting smock.

Resources

Students will use a wide range of art materials with their own personal sketch book (visual journal) and set of drawing pencils. A wide range of learning resources will be used from books to trips to the Vancouver Art Gallery. Students are responsible for keeping the class tidy and supplies maintained.



Music at Brockton



The arts are a form of human expression through activity. They contribute to a school curriculum by offering a distinctive way of learning where seeing, feeling, hearing, thinking and creating are combined in a powerful form of visual, aural and tactile communication. Through the arts, students working both cooperatively and individually have opportunities to research, identify and discuss issues; to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate artwork. The arts are a powerful medium for the exploration of the human condition, our society and our world.

The World Music program at Brockton aims to encourage and enable students to:

- acquire and develop skills needed for the creation and performance of a musical work
- use appropriate language, concepts and principles in the creation and performance of a musical work
- communicate their thoughts, ideas and feelings through the language of music
- reflect on, appreciate and evaluate their work and the work of others
- develop receptiveness to musical art forms across time, place and culture, and to perceive the significance of these art forms as an integral part of life

Course Outline

In grade 7 we will be using percussion instruments to develop the necessary skills required to express the essence of a subject matter through music. There will be a focus on technical development on percussion instruments, learning aspects of music notation and ensemble rehearsal and performance skills. We encourage students to use their specialized skills on other instruments to participate in the composition and performance process.

| Unit Title | Guiding Question | Area of Interaction <i>(putting content into context)</i> |
|-------------------------|---|--|
| Music and Movement | How can we understand music more intuitively through movement? | Human Ingenuity |
| Music Notation | How are musical rhythms represented in notation and how/why does musical notation help musicians practice their art? | Human Ingenuity |
| Percussion Skills | What is involved physically in the learning of percussion skills? | Health and Social Education |
| Performance Development | "Performance Development" the next unit down and ask the question: How do we apply these skills to develop a musical work of art? | Human Ingenuity |
| Music as Service | How can music be shared in areas of your community that are underserved? | Community & Service |

Assessment

Students will be given a wide range of opportunities to demonstrate and apply their skills and understanding of the various techniques and concepts being studied. These will include: technique quizzes, ensemble rehearsals, individual coaching and instruction, self-assessments, development and rehearsal of an ensemble performance piece and a public performance. Their end of year grade will be determined from unit assessments (80%), Winter Concert performance (10%) and Spring Concert performance (10%).

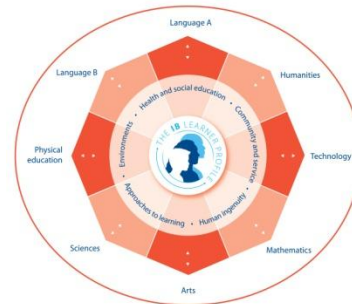
Class expectations and equipment

- Students will be expected to participate in all activities and to challenge themselves to develop new skills, new musical techniques, new ways of thinking about and perceiving music, and new ways of communicating their thoughts and feelings.
- Students will be expected to be positive and active members of the team by consistently demonstrating good rehearsal, performance and class etiquette. This includes openly and actively supporting the thoughts, feelings, efforts and achievements of the other members of the class.
- Students will need a binder, paper, pens and pencils. Students will be expected to keep neat binders comprising of all their class work and assessments.

Resources

Students will use instruments provided in the classroom as well as instruments that students are able and willing to bring to class. They will make use of CD recordings that will be available to take home if needed.

Physical Education at Brockton



Physical education plays an important role in the MYP at Brockton as it contributes to the total development of the individual. The goal of the PE program is to contribute to the development of the student’s physical, intellectual, emotional and social maturity. PE in the MYP aims to cultivate a healthy lifestyle for students and advocates activities that are enjoyable and that contribute to healthy living. The activities promote awareness of Canadian and other cultures, through the historical origins of activities and participating in a variety of different activities from around the world. Physical education at Brockton encourages the students to identify with the Learner Profile and in particular uses reflection and communication to develop skills, understanding, team work and leadership skills.

Course Outline

| Unit Title | Guiding Question | Area of Interaction (<i>putting content into context</i>) |
|---------------------|---|--|
| Soccer | How can practice improve our game play? | Approaches to Learning |
| Volleyball | What do you need to do to get the ball to your teammates? | Human Ingenuity |
| Basketball | What is the relationship between the attacker and defender in a game? | Health and Social Education |
| Badminton | How can you outwit an opponent? | Approaches to Learning |
| Dance/Gymnastics | What is the relationship between movement and music? | Health and Social Education |
| Active Living | What do we need to know to live a healthy lifestyle? | Human Ingenuity |
| Tennis/Table Tennis | How can practice improve our game play? | Approaches to Learning |
| Track & Field | How are skills and concepts transferred between different events? | Approaches to Learning |
| Ultimate/Softball | How are skills and concepts transferred between different events? | Approaches to Learning |

Assessment

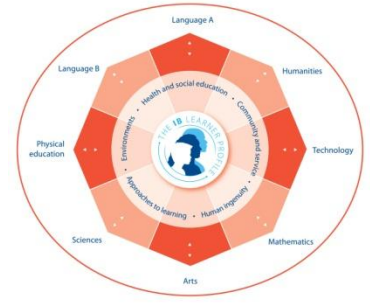
Students will be given a wide range of opportunities to demonstrate and apply their understanding of the various concepts and skills being learned. These will include: quizzes, observations, self assessments, activity logs, and worksheets. Their end of year grade will be derived from unit assessments (80%), mid-year exam (10%) and end of year exam (10%)

Class expectations and equipment

All students will be expected to participate in all activities and to challenge themselves to work with a wide range of different people and to attempt alternative presentation techniques for their work. All students must wear proper gym attire: socks/runners, shorts/track pants, and t-shirt.



Mathematics at Brockton



MYP Mathematics strives to develop in students an awareness, not only of the purpose of Mathematics, but the beauty of it as well. The BC Mathematics curriculum has as its focus conceptual understanding as well as procedural knowledge. At Brockton we integrate the aims and objectives of the MYP with the BC prescribed learning outcomes.

Course Outline

In grade 7 we will be studying the four strands of the BC Mathematics curriculum: Number, Patterns and Relations, Shape and Space, and Statistics and Probability.

| Unit Title | Guiding Question | Area of Interaction (<i>putting content into context</i>) |
|--|--|--|
| The Language of Math | How do mathematicians communicate their understanding and why do they need a special language? | Approaches to learning |
| Statistics and Probability (Chapters 8, 10, 11) | How is math used in the Winter Olympics? | Human Ingenuity |
| Fractions, Percents, Decimals (Chapters 2,3,4) | How can we use math to help us learn about the world around us? | Environment |
| Geometry (Chapters 5,7) | How does math affect art? | Human Ingenuity |
| Algebra (Chapter 6, 9) | How can math help us make good financial decisions? | Health and Social Education |
| Number (Chapter 1) | How does our understanding of number relationships help us solve real life problems? | Community and Service |

Assessment

Students will be given a wide range of opportunities to demonstrate and apply their understanding of the various concepts being studied. Each unit will include an investigation that applies the skills and concepts that will help answer the Guiding Question. Regular quizzes, assignments and unit tests will also be included. Their end of year grade will be derived from unit assessments (80%), mid-year exam (10%) and end of year exam (10%)

Class expectations and equipment

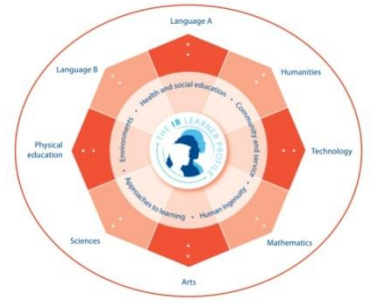
All students will be expected to participate in all activities and to challenge themselves to work with a wide range of different people and to attempt alternative presentation techniques for their work. All students will be expected to keep a neat binder comprising of all their class work and assessments. Students will need: a binder, paper, a ruler, scissors, calculator, geometry set, pen and pencil.

Resources

The core text is Math Focus 7. The text will be supplemented by a variety of resources including internet and teacher created resources.



Language Arts at Brockton



Language Arts (Language A in MYP speak) is fundamental to learning, thinking and communicating, therefore it permeates the whole curriculum. The study of language and literature enables students to become highly proficient in their understanding, use and appreciation of their language. In language arts students will be encouraged to recognize that proficiency in language is a valuable life skill, a powerful tool both in societal communication and as a means of personal reflection. Learning that language and literature are creative processes encourages the development of imagination and creativity through self-expression. There are six skill areas: listening, speaking, reading, writing, viewing and presenting, which develop as both independent and interdependent skills. Students develop these skills through the study of both language and literature. At Brockton we integrate the aims and objectives of the MYP with the BC prescribed learning outcomes.

Course Outline

In grade 7 we will be preparing for the FSA tests in February. These tests give an indication of your child's progress up to this point in their academic career. They do not label students nor are they reflected in their end of year marks. Parents are encouraged to not stress their child regarding these tests, rather to see them as simply part of the curriculum.

This year we will be following a brand new Literacy in Action course. These resources provide excellent correlation between the MYP and the BC learning objectives and provide a stimulating and up to date learning environment. We will be supplementing this with a study of the novel Forbidden City by William Bell and the play Cyrano de Bergerac by Edmond Rostand.

| Unit Title | Guiding Question | Area of Interaction (<i>putting content into context</i>) |
|--|--|--|
| Find Your Own Path Forbidden City | How do our experiences shape us? | Health and social education |
| Survive | How do people survive natural disasters? | Human Ingenuity |
| Persuade Me | What influences you? | Health and social education |
| EcoZone | How do our actions affect the natural world? | Environments |
| My Choice My Voice Cyrano de Bergerac | Who do I want to be? | Health and social education |
| Speak Out | How do today's issues affect us? | Community and service |

Assessment

Students will be given a wide range of opportunities to demonstrate and apply their understanding of the various concepts being studied. These will include: creating a pod cast, extended writing, short stories, analysis of material, debating etc. Their end of year grade will be derived from unit assessments (80%), mid-year exam (10%) and end of year exam (10%)

Class expectations and equipment

All students will be expected to participate in all activities and to challenge themselves to work with a wide range of different people and to attempt alternative presentation techniques for their work. All students will be expected to keep a neat binder comprising of all their class work and assessments.

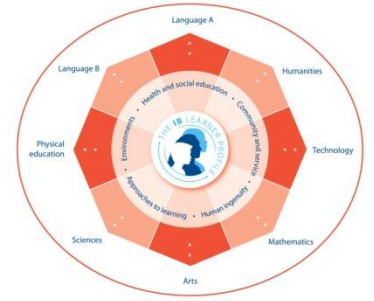
Students will need: a binder, paper, USB key, pen and pencil.

Resources

Students will use a wide range of printed material, the internet, Forbidden City by William Bell, Cyrano de Bergerac by Edmond Rostand and the Literacy in Action texts.



French at Brockton



French on the MYP level at Brockton is geared to ensure students speak in French with confidence while starting to become aware of language structures in their written work. The course therefore includes a strong oral component based on role play, oral activities in small groups and presentations. Plays and dialogues around themes give students the opportunity to perform different roles in front of each other and the larger school community. All oral activities are tied to complementary written exercises to give students a strong foundation for French on the IB level.

Course Outline

In grade 7 students will study and perform two AIM plays. They will learn to use new vocabulary and grammar through role play and final presentations. They will also learn to talk about daily activities and living spaces. They will be able to ask questions about and answer spontaneously to questions on the plays and themes studied. Students will have a good grasp of the present and past tenses of regular and irregular verbs, regular and irregular adjectives and adverbs as well as a range of pronouns.

| Unit Title | Guiding Question | Area of Interaction (<i>putting content into context</i>) |
|---------------------------------|--|--|
| AIM: Veux-tu aller au Carnaval | Comment est-ce qu'on peut impressionner des amis? | Communauté et service |
| Les activités de tous les jours | L'école est-elle différente en France/au Québec? | Environnement |
| AIM: Chaperon Rouge | Comment les contes traditionnels sont-ils encore utiles? | Ingéniosité humaine |
| La ville et la maison | Quels sont les avantages de vivre dans une ville? A la campagne? | Environnement |

Assessment

Students will be able to demonstrate their oral and written skills throughout the year and will be given specific tasks for assessment such as homework assignments and regular tests. Oral assessments will be announced in advance so that students are able to prepare for them. Their end of year grade will be derived from unit assessments (80%), the mid-year exam (10%) and the end of year exam (10%).

Class expectations and equipment

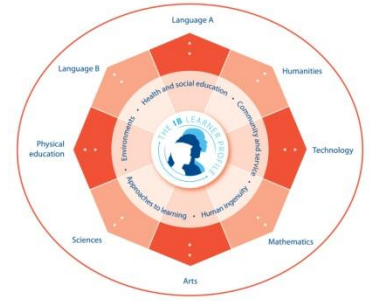
Students are expected to come to the French room with their pencil cases and French binders. We only speak French and students are expected to complete small homework assignments on a daily basis to optimise their learning.

Resources

Plays from the AIM-programme, [Discovering French](#), [Tralco](#) materials and other



Social Studies at Brockton



Social studies (humanities in MYP speak) aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

Social studies in the MYP encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. At Brockton we integrate the aims and objectives of the MYP with the BC prescribed learning outcomes to provide a stimulating and relevant course.

Course Outline

In grade 7 we will be studying ancient civilizations. We will analyze the contributions that the ancient Chinese, Aztecs, Maya and Incas have made to modern society and identify the connections between the civilizations and their unique characteristics.



| Unit Title | Guiding Question | Area of Interaction (<i>putting content into context</i>) |
|----------------------|---|--|
| Made in China | How did 'made in china' become a world stamp? | Human Ingenuity |
| Bring on the Llamas! | Does society have a responsibility to its people? | Health and Social |
| Amazing Aztecs | What is success? | Human Ingenuity |
| Mysterious Mayas | What evidence is there to suggest that the Maya's and the Egyptians were related? | Community & Service |

Assessment

Students will be given a wide range of opportunities to demonstrate and apply their understanding of the various concepts being studied. These will include: pop quizzes, developing a museum exhibit, video, radio interview and role play situations. Their end of year grade will be derived from unit assessments (80%), mid-year exam (10%) and end of year exam (10%)

Class expectations and equipment

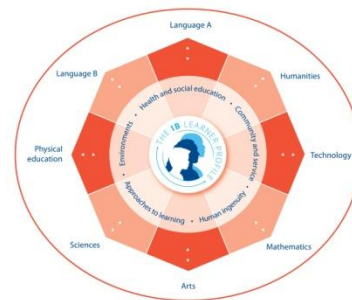
All students will be expected to participate in all activities and to challenge themselves to work with a wide range of different people and to attempt alternative presentation techniques for their work. All students will be expected to keep a neat binder comprising of all their class work and assessments. Students will need: a binder, paper, coloured pencil crayons, a ruler, scissors, pen and pencil.

Resources

Students will use a wide range of printed material, the internet and the Ancient Worlds textbook to research the various civilizations.



Science at Brockton



The sciences and their methods of investigation offer a way of learning through inquiry that can contribute to the development of an analytical and critical way of thinking. MYP science emphasizes the role of inquiry and encourages the development of not only scientific inquiry skills but also transferable thinking skills. MYP science aims to help students appreciate the links between science and everyday life as well as the dynamic interactions between science and society. At Brockton we integrate the aims and objectives of the MYP with the BC prescribed learning outcomes.

Course Outline

In grade 7 Science students will investigate Ecosystems and sustainability, Space, Earth's Crust, history and systems. We will also be covering basic chemistry and reflecting upon the relationship of art and science.



| Unit Title | Guiding Question | Area of Interaction (putting content into context) |
|-------------------------------|--------------------------------|---|
| Ecosystems and Sustainability | What's the connection? | Environments/ Approaches to Learning |
| Discovering Space | Are we alone? | Environments |
| Basics of Chemistry | What's the matter with you? | Health and Social |
| Earth's Crust | How to be a rock star? | Environments |
| The History of Earth | How did we get here? | Environments |
| The Art of Science | Can art and science get along? | Human Ingenuity |

Assessment

Students will be given a wide range of opportunities to demonstrate and apply their understanding of the various concepts being studied. These will include: pop quizzes, science labs, modeling, power point presentations etc. Their end of year grade will be derived from unit assessments (80%), mid-year exam (10%) and end of year exam (10%)

Class expectations and equipment

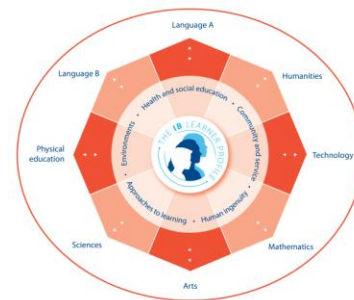
All students will be expected to participate in all activities and to challenge themselves to work with a wide range of different people and to attempt alternative presentation techniques for their work. All students will be expected to keep a neat binder comprising of all their class work and assessments. Students will need: a binder, paper, a small lined note book, coloured pencil crayons, a ruler, scissors, calculator, pen and pencil.

Resources

Students will use a wide range of printed material, the internet, field trips and some textbook usage.



Design Technology at Brockton



MYP technology aspires to develop creative problem solvers who are caring and responsible individuals, able to respond critically and resourcefully to the demands of the increasingly technological society and to appreciate the importance of technology for life, society and the environment. Inquiry and problem solving are at the heart of MYP technology. During the course, students are expected to solve problems using technology. Students will use the design cycle as the model of thinking and the strategy to help them investigate problems and design, plan, create and evaluate the products/solutions that they generate. MYP technology expects students to become actively involved in and to focus on the whole design process rather than on the final products/solutions.

Course Outline

This year students will be introduced to the design cycle and be asked to use it to provide solutions to several design briefs. As noted above the final product is not the ultimate aim of this course but how effectively the students demonstrate their use of the design cycle.

| Unit Title | Guiding Question | Area of Interaction (<i>putting content into context</i>) |
|-----------------------|--|--|
| If I won the lottery! | How does good design serve everyone? | Community and service |
| Lights, Clay, Action! | How does technology shape our lives? | Health and social education |
| Speed Machines! | In what way can environments influence technology? | Environments |

Assessment

Students will be given a wide range of opportunities to demonstrate and apply their understanding of the various concepts being studied. They will be given design briefs and be asked to use the design cycle to find solutions. Each project will be assessed using MYP assessment criteria: Investigate, Design, Plan, Create, Evaluate, and Attitudes in technology. Their end of year grade will be derived from unit assessments (80%), mid-year exam (10%) and end of year exam (10%)

Class expectations and equipment

All students will be expected to participate in all design scenarios and to create a design folder for each project. Students will need: USB key, ruler, pen and pencil. Students will be issued with a design portfolio and paper for their design sheets.

Resources

Students will be given a booklet outlining the requirements for a design folder. The expectation is that students will follow this template closely. Students will be required to use the internet for research as well as primary resources in the community.

