

Grade 7/8 info

2018-2019



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Teacher contact information:

School phone # - 204-878-4233

Julie Gobeil – jgobeil@srsd.ca

Program description

Below you will find a basic description of the areas we will be studying this year. More details can be found on the Manitoba education website (<http://www.edu.gov.mb.ca/k12/cur/index.html>) or by speaking with your child's teacher.

Sciences Naturelles

Grade 7/8 students will be studying the grade 8 curriculum this year and will develop an understanding of science concepts in the following units.

- Cells and Systems
- Optics
- Fluids
- Water Systems

Sciences Humaines

Grade 7/8 students will be studying the grade 8 curriculum this year which focuses on World Histories: Societies of the past.

- Understanding Societies of Past and Present
- Early Societies of Mesopotamia, Egypt or the Indus Valley
- Ancient Societies of Greece and Rome
- Transition to the Modern World (circa 500 to 1400)
- Shaping the Modern World (circa 1400 to 1850)

Mathematics

Grade 7 and grade 8 students will learn similar math concepts which all fall within the following general outcomes.

- Develop number sense
- Use patterns to describe the world and solve problems
- Represent algebraic expressions in multiple ways
- Use direct or indirect measurements to solve problems
- Describe the characteristics of 3D objects and 2D shapes and analyse their relationship
- Describe and analyse position and motion of objects or shapes
- Collect, display and analyse data to solve problems
- Use experimental or theoretical probabilities to represent and solve problems involving uncertainty

Français

Grade 7 and grade 8 students will learn similar concepts in French class which all fall within the following general outcomes.

Oral comprehension

- Comprehend oral speeches to satisfy a need for information
- Comprehend oral speeches to satisfy a need for imagination and entertainment
- Comprehend oral speeches to develop a positive attitude towards the French language and culture
- Plan listening using strategies appropriate to the situation and task
- Manage listening using strategies appropriate to the situation and task

Written comprehension

- Comprehend written texts to satisfy a need for information
- Comprehend written texts to satisfy a need for imagination and entertainment
- Comprehend written texts to develop a positive attitude towards the French language and culture
- Plan reading using strategies appropriate to the situation and task
- Manage reading using strategies appropriate to the situation and task

Oral productions

- Speak to transmit information and to satisfy a need for social interaction
- Speak to explore the language and to entertain
- Speak clearly and correctly based on the situation
- Plan oral production based on the situation
- Manage oral production based on the situation

Written productions

- Write texts to transmit information
- Write texts to satisfy a need for imagination, to share opinions and to explore the language
- Write correctly based on the situation
- Plan written production based on the situation
- Manage written production based on the situation

English

Grade 7 and grade 8 students will learn similar concepts in English class which all fall within the following general outcomes.

General Outcome 1 :

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

- Discover and Explore
- Clarify and Extend

General Outcome 2:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, literary and media texts.

- Use Strategies and Cues
- Respond to Texts
- Understand Forms and Techniques

General Outcome 3:

Students will listen, speak, read, write, view and represent to manage ideas and information.

- Plan and Focus
- Select and Process
- Organize, Record and Assess

General Outcome 4:

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

- Generate and Focus
- Enhance and Improve
- Attend to Conventions
- Present and Share

General Outcome 5:

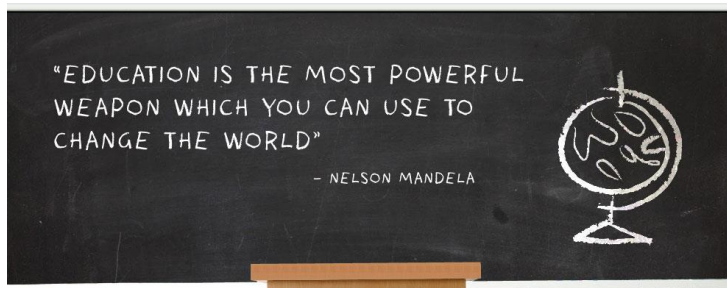
Students will listen, speak, read, write, view and represent to celebrate and to build community.

- Develop and Celebrate Community
- Encourage, Support, and Work with Others

Visual Art

The Visual arts framework identifies the following four essential learning areas, along with a statement summarizing the oval learning intent of each area:

- Art language and Tools : Students demonstrate understanding of and facility with visual art elements, principles, and media
- Creative Expression in Art: Students individually and collaboratively generate, develop, and communicate ideas in creating visual art for a variety of purposes and audiences.
- Understanding Art in Context: Students connect the visual arts to contexts of time, place, and community, and develop understanding of how art reflects and influences culture and identity.
- Valuing Artistic Experience: Students analyze, reflect on, and construct meaning in response to their own and others' visual art.



Parent communication

Communication between teachers and parents is an important part of student success in grade 7 and 8. Parents are always welcome to call the school, leave phone or email messages for me with questions, concerns or simply to check in.

Mme Gobeil's contact information

School phone # - 204-878-4233

Send me an email at: jgobeil@srsd.ca

Please note: I will do my best to get back to you as soon as possible between the hours of 8:00 and 5:00. Messages received in the evening or over the weekend will be answered the following school day.

Parents are also encouraged to sign up for the Remind message service in order to receive event and homework reminders from the teacher. Remind messages can be received as text messages on your phone or by email.

*** To sign up for my Remind classroom, copy the following link into your browser: <https://www.remind.com/join/mmegobeil> or text @mmegobeil to (623) 552-4876.



Parents wishing to communicate with their children during school hours are asked to do so through the office or teacher by phone or email. Please do not text message your child during school hours as it distracts from our educational goals. Thanks!

IPads and other technology

As you know, your child will be using an SRSD iPad again this year. iPads are amazing learning tools when used appropriately. We will be reviewing the iPad contract during the first week of school. Here are some of the expectations outlined in that contract:

- Students must use their iPad in a ways that are educational and appropriate
- Students should always know where their iPad is and never leave it unattended.
- Students may not decorate the Ipad case and the case is to remain in place at all times.
- iPads may only be used when a teacher is present to supervise. This means they are not to be used during lunch or recess.
- iPads must be fully charged nightly.
- All passwords and codes must be recorded with the teacher and should not be changed without letting the teacher know.
- Only SRSD iPads are permitted in class. All personal technology such as cell phone, iPods, mp3 players, etc, must remain in backpacks throughout the day.

Homework

Daily homework in grade 7 and 8 will consist of:

- Reading
- IXL math on iPad or computer in order to practice skills learned at school
- Work on genius project
- Completing unfinished assignments or catching up due to an absence

Late or incomplete work

Students are responsible for completing all of their work to the best of their abilities and to hand it back in a timely fashion. When an assignment is not completed on time, students will be required to fill in a late or incomplete work form. This will help students self-reflect and make a plan to finish the assignment; it will also serve as a record for the teacher. If late or incomplete work becomes a significant problem, parents will be contacted directly.



Plagiarism

Seine River School Division Academic Honesty Policy (Regulation: IK – Evaluation of student learning 2.2)

Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated.

Teachers and principals have the following responsibilities:

- **Communicate and reinforce expectations of academic honesty with students.** Aspects of academic honesty include not *cheating* (e.g., copying others' work, using cheat notes), *lying* (e.g., misrepresenting contributions to group work, lying about circumstances to obtain extensions), and *plagiarizing* (submitting or representing someone else's work as one's own).
- **Respond appropriately to academic dishonesty**

Strategies will be applied to deal with academic dishonesty, such as the following:

- Contact parents.
- Document the incident in the student's file.
- Report this behaviour on the report card if it becomes chronic.
- Enforce other disciplinary measures.

French expectations



The French Immersion program is a place for students to learn in French but also to express themselves and to interact with others in French. For that reason, all students and staff at ELI are expected to speak French to the best of their abilities throughout the day. Your child will have many opportunities to formally practice their French in class (Reading, classroom discussions, various activities in the Kindergarten class, etc.) but in order to be truly immersed it is also important to engage in French during less structured times (independent work time, breaks, etc.)

Classroom rules

The rules in our classroom are based on respect. Here are some examples.



RESPECT of self

- Do your best
- Ask questions
- Set goals and strive to meet them.

RESPECT of others

- Listen while others speak
- Allow others to work without distraction

RESPECT of environment

- Take care of books, tools, etc
- Keep the classroom and school clean and organized.

Oral presentations

Students will be given many opportunities to practice their French oral language skills throughout the year, the most formal of which are daily oral presentations. Students will be taught oral presentation skills (such as volume, eye contact, rhythm, etc...) and will be asked to prepare a short presentation to demonstrate these skills. In order to provide some variety, each day has a different theme.



Presentation schedules will be handed out during the first week of school.

Génie

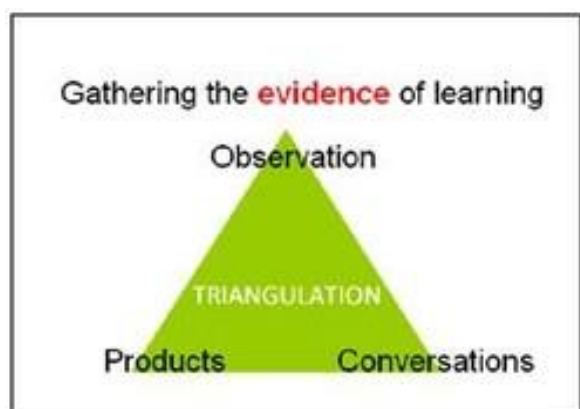
Grade 7 and grade 8 students will be working on a Genius project throughout the year. A Genius Project allows students to explore their own passions and encourages creativity in the classroom. It provides students a choice in what they learn during a set period of time during school. More information about expectations and grading will be provided to students in class early in September.

Band, gym and library days

Subject	Days	Please bring:
Physical education	Days 1, 3, 4, 6	<ul style="list-style-type: none">• Clean gym clothing• Gym shoes
Band	Days 2, 4	<ul style="list-style-type: none">• Band instrument• Music
English library	Day 3	<ul style="list-style-type: none">• All English books
French library	Day 1	<ul style="list-style-type: none">• All French books

Report Cards

In Grades 7 and 8, in addition to the grade scale from 1 to 4, a percentage is used for providing an overall subject grade. As you will see below, each section is weighted differently to calculate the final mark. This breakdown has been provided by the SRSD and is used throughout the division.



It is important to note that the percentage grade provided is not simply a reflection of how many questions a student answered correctly. Teachers consider a variety of evidence such as assignments, formal assessments, observation of student learning, conversations with students.

Things like handing work in late or handing in messy work does not necessarily affect a student's overall grade. This is instead represented in the learning behaviours sections which are graded using a C for consistently, a U for usually, an S for sometimes or an R for rarely.

English		
Comprehension	Reading	25%
	Listening and viewing	20%
Communication	Writing	25%
	Speaking and representing	20%
	Critical thinking	10%

Mathematics	
Knowledge and understanding	30%
Mental math and estimation	30%
Problem solving	40%

Social studies	
Knowledge and understanding	50%
Research and communication	30%
Critical thinking and citizenship	20%

French		
Comprehension	Reading	25%
	Listening and viewing	20%
Communication	Writing	25%
	Speaking and representing	20%
	Critical thinking	10%

Sciences	
Knowledge and understanding	50%
Scientific inquiry and process	25%
Design process and problem solving	25%

Visual arts	
Language and tools	50%
Creative expression	20%
Knowledge and understanding	20%
Analysis and communication	10%
