

Grade 7 Curriculum Overview

Content	
1	Language Arts/ English
2	Mathematics
3	Science
4	IT
5	Spanish
5	Visual Arts
7	Humanities
8	PSHE
9	PE
10	Music

International Baccalaureate Organization (IBO)

Since 2009, IA has been proud to be part of a family of over 3500 schools globally that offer the International Baccalaureate Diploma Programme (IBDP). The IBDP is a post-16 course, but the knowledge and skills required to become an IBDP student starts from a strong secondary education. The IB Learner Profile aims to develop internationally minded junior scholars, who recognize our common humanity and shared guardianship of the planet from a young age. Teachers strive to plan lessons that incorporate the IB Learner Profile below:

Inquirers	Knowledgeable	Thinkers	Communicators	Principled
Open-minded	Caring	Risk-takers	Balanced	Reflective

Curriculum Philosophy

As an international school, with staff and students from all over the world, IA is proud to offer an academic programme that draws on aspects of IBO, European, North American and Caribbean Curriculums. Our aim is to create 21st century students who are able to adapt to any learning or employment institution they choose.

Knowledge and Skills

At IA, we believe knowledge is power! A student feeling knowledgeable is key to building life-long self-esteem and confidence. However, in a 21st century world where knowledge can be just a click away, skills are imperative. At IA, we pride ourselves on teaching our young people how to solve real-life challenges. We encourage our students to analyze and evaluate information from different perspectives and reach objective conclusions.

Assessment for Learning

At Secondary level the students are assessed in a number of ways and they require 70% to 'Pass'. Summative assessment takes place in the form of end of unit or end of term formal exams. Formative assessment happens continually throughout the year in the form of class and homework. Students are accustomed to peer and self-assessment and are sometimes marked for group/team work. This is common practice in work places and can be very powerful tool for self-improvement. Most courses also award marks for organization and there is also an effort grade recorded on the termly report cards.

Class Time

At IA, we aim to plan our lessons backwards! Teachers plan learning activities based on the skills and knowledge the students should have acquired by the *end of the class*. Students are exposed to a wide variety of kinesthetic,



visual and auditory activities. They have regular opportunities to work alone, in pairs and in groups. They are encouraged to present their work to their peers and to be proud of their achievements.

Homework

At secondary level, students are given several pieces of homework per week. Students are required to record the tasks and their due dates in their planners/agendas and they should be signed by a parent at the weekend and returned to the homeroom teacher on Mondays.

Subject English	Grade 7
Teacher: Tori Ryan	Email: tryan@islandacademy.com

Overview: Welcome to Grade 7 English! This course is designed to help students develop critical thinking and the skills necessary to analyze a variety of texts. Students will be asked to read local as well as international literature. In addition to each term's focus text, students will read poems, short stories, and informational texts related to the essential question. They will also be expected to read independently assigned and chosen short stories and novels. This course will challenge students to write creatively as well as analytically and will help prepare students to be more independent researchers.

Term 1: Topics and Skills Overview

Essential Question-How can literature help us understand nature, culture, and tradition?

Focus Text: *D'Aulaires Book of Greek Myths* by Edgar Parin d'Aulaire and Ingri Parin d'Aulaire

Key learning Targets:

- To be able to analyze characterization by providing relevant text based evidence.
- To be able to identify literary devices and their impact upon characterization
- To be able to compose a well organized narrative that incorporated figurative language, dialogue, and theme.
- To refine formal written academic language with a focus on accurate spelling, capitalization and punctuation.

Term 2: Topics and Skills Overview

Essential Question: How can literature help us understand family and social relationships as we age?

Focus Text: *Annie John* by Jamaica Kincaid

Key Learning Targets:

- To be able to use in-text context clues to help identify meanings of words and phrases.
- To be able to compare themes across texts.
- To be able to evaluate and synthesize online research and present a well-formatted presentation on a self-generated research topic related to the context of a text.
- To be able to identify and employ diction of an appropriate tone for a specific audience.

Term 3: Topics and Skills Overview

Essential Question: How can literature help us understand governance, human rights, and resistance?

Focus Text: *The Hunger Games* by Suzanne Collins

Key learning Targets:

- To be able to understand practice and use formal academic language in written work and complete organized responses using text-based evidence and a statement-evidence-analysis structure.
- To be able to compose a well organized literary analysis of the theme of a text using MLA format.
- To refine formal written academic language with a focus on accurate subject-verb agreement, elevated diction, and transitions.

Assessment Criteria

- | | |
|---|-----|
| ● Class participation & discussion | 20% |
| ● Homework, classwork | 30% |
| ● Tests, quizzes, essays, and presentations | 30% |
| ● End of term exam/summative assessments | 20% |

Independent and Home Learning

Students should be checking google classroom regularly for assignment reminders, announcements, general reference material, and assignment feedback for digitally submitted work. Students should check their Plus Portals grades regularly. Please email tryan@islandacademy.com with questions.

Subject Mathematics	Grade 7
Teacher: Dinah Whittier	Email: dwhittier@islandacademy.com

Term 1: Topics and Skills Overview

Review on fractions and non calculator computation, ratios and proportion
 Decimal and Estimation: Recurring decimals, Rounding significant figures
 Percentages: Percentage change
 Angles: Quadrilaterals, Bearings, Parallel lines and Polygons interior and exterior angles.
 Representing Data: Pie charts, Scatter graphs

Term 2: Topics and Skills Overview

Review of Algebra: Simplifying expressions, solving linear equations and exponent equations
 Sequences: Generating sequences with term to term rule and nth term
 Algebraic graphs: Drawing line graphs, Midpoint of line segment
 Inequalities: Symbols, Solving
 Measures: Speed distance time, Converting units

Term 3: Topics and Skills Overview

2D Shapes (area, perimeter, units), 3D shapes (plans and elevations, volume, surface area)
 Transformations: Reflections, Rotations, Enlargements, Translations
 Probability: Relative frequency
 Exponents: HCF, LCM
 Angles and Construction: Parallel lines, Construct triangles, Polygons, Constructs bisectors, Locus

Assessment Criteria

Students' grades will be made up as follows:
 30% Topic Tests
 25% Homework
 20% End of term tests
 5% Participation, attitude and quality of written work
 20% Classwork

Independent and Home Learning

Students are expected to become independent learners through homework and revision. The average homework will be approximately 1 hour per week but this could be increased over revision periods for review tests. Students should use homework as a method of checking their own understanding and should seek help from me if problems are uncovered. Please note that the progress of the topics will vary due to the progression of the group.

Homework tasks will be a week in advance and will be based on the estimated topics covered over the week. If any areas are not covered in this time, then these topics will be removed from the mark average.

Subject Science	Grade 7
Teacher: Jessica Schlosser	Email: jschlosser@islandacademy.com

The curriculum is designed to teach students to be independent problem-solvers with strong study skills and to develop clear communication, global awareness and intercultural sensitivity. The program is full of important concepts with many opportunities for students to experience science with hands-on activities and experiments.

Textbook & Workbook: *Integrated Science for The Caribbean 1* Gene Samuel & Derek McMonagle

Term 1: Topics

GENERAL SCIENCE AND CHEMISTRY

Unit 1: Science and scientific processes

Unit 2: Safety in Science

Unit 3: Scientific measurement and SI units

Unit 8: Properties of matter

Unit 9: Atoms and elements

Unit 10: Compounds and mixtures

Term 2: Topics

PHYSICS

Unit 11: Forces and energy

Unit 12: Energy transformations

Term 3: Topics

Unit 4: Characteristics of living things

Unit 5: What are cells?

Unit 6: Cells, tissues and organs

Unit 7: Cellular processes - Diffusion

Student Expectations:

1. Respectful, cooperative classroom behaviour is essential
2. Homework will be assigned throughout the week. If work is not completed, the student will receive a zero. If there are extenuating circumstances, they will be evaluated on a case by case basis.
3. Laboratory work: Students will conduct observations, experiments and research throughout the year. Students are expected to complete Lab Reports and to follow the Lab Safety Rules.
4. Term projects: Students will be required to complete a comprehensive project each term focused on topics covered throughout the term

Assessment Criteria

Class participation	10%
Homework, classwork	20%
Labs, projects	20%
Tests and quizzes	30%
End of term exam	20%

Independent and Home Learning

Students will be given approximately 1-2 hours of homework each week. This may vary depending on the topic and the time of year (it will increase to allow for focused revision nearer the exam). If a student has not been given explicit homework after a lesson, they should be attending to their notes by: adding to a table of contents and organising/reviewing notes, creating study guides or notecards, etc. They can also practise using IXL. Students are required to have internet access for research and projects! Students are required to complete all set assignments regardless of attendance. Please email for support as needed.

Subject Information Technology	Grade 7
Teacher: David Dewhurst	Email: ddewhurst@islandacademy.com

Term 1: Topics and Skills Overview

By the end of term 1 Students should have covered the following:

1. Clear Messaging in Digital Media : Creating a digital messaging campaign
2. Computer Networking: knowledge on protocol, data transmission (LAN) and hardware

Term 2: Topics and Skills Overview

By the end of term 2 Students should have covered the following:

3. Computer Networking: understanding connectivity in a local area network (LAN), how data is transmitted over a wide area network(WAN) and device connectivity (WAN)
4. Using media to gain support for a cause: create a word processor document, and understanding ethical and legal aspects when creating such documents

Term 3: Topics and Skills Overview

By the end of term 3 Students should have covered the following:

5. Programming essentials: using scratch/replit to solve a problem
6. Modelling data using spreadsheets

Assessment Criteria

Class Participation & Attitude 10%
Class Work 15%
Home Work 15%
Project 10%
Quiz 25%
Final Exam 25%

Independent and Home Learning

Students are expected to practise tasks performed in the classroom at home. Extra tasks will be given for assignments, as well as formative assessments and a project each term. These will reinforce what is taught in class and may require at least 45 min of independent learning each week to complete.

Subject Spanish	Grade 7
Teacher: Jamila Travers	Email: jtravers@islandacademy.com

Term 1: Topics and Skills Overview	
Unidad 1 El español en el mundo Unidad 2 Hola, ¿qué tal? Unidad 3 ¡Soy yo! Unidad 4 Mis nuevos amigos	
Term 2: Topics and Skills Overview	
Unidad 5 ¿De dónde eres? Unidad 6 ¿Te presento a mi familia? Unidad 7 ¡Qué guapo! Unidad 8 ¿Cómo me ves?	
Term 3: Topics and Skills Overview	
Unidad 9 ¿Qué día Unidad 10 La vuelta al colegio Unidad 11 ¡Que Calor! Unidad 12 Preferencias y gustos Review Unidad 1 - 12	
Assessment Criteria	
Term key	<ol style="list-style-type: none"> 1) Assignments: Any work given during a unit or subunit to practice skills or demonstrate level of understanding of vocabulary and grammatical skills. 2) Classwork: Any work given to practice vocabulary and grammatical concepts taught. 3) Homework: will be assignments from the text, workbook, or IXL. 4) Project: One on a Spanish speaking country and several skits demonstrating mastery of unit topics.. 5) Quizzes: An Evaluation given at the end of a Unit or Subunit. Pop Quizzes are also possible. 6) Exam: An evaluation given at the end of a term.
	Class participation 10%
	Classwork 15%
	Homework 15%
	Project 10%
	Quiz 25%
	End of term exam 25%
Independent and Home Learning	
It is a student's responsibility, when absent from school, to check on google classroom for missed assignments, or ask a classmate or teacher. If a student is absent a just amount of time will be given to make up for missed work. Students should practice the vocabulary regularly as vocabulary is essential to learning another language.	
Online resource: www.duolingo.com and on youtube Señor Jordan	

Subject Visual Arts	Grade 7
Teacher: Laura Haynes	Email: lhaynes@islandacademy.com

Term 1: Topics and Skills Overview

- Biography, introductions, targets for the year.
- **Photography and Painting** - composition, colour theory - Artists: Claude Monet/Camille Pissarro.
- **Observational drawing & still life studies** - Artists: Van Gogh/Giorgio Morandi/Armand Fernandez
- **Ceramics.** Hand building techniques, carving skills, firing and glazing work. Mike Byrne/

Term 2: Topics and Skills Overview

- **Surrealism digital work collage - mixed media** - Artists: Howard Tangye/Salvador Dali/Christian Schloe/Sean Landers.
- **Animation and Film Making.**
- **Ceramics.** Throwing, using the wheel, turning, sticking clay, repairing clay. Artists: Eloisa Gobbo/Ulrica Trulsson/Lucie Rie/Mandy Parslow

Term 3: Topics and Skills Overview

- **Ceramics.** Figurative ceramic sculpture, freeform ceramics, focus on texture and form. Artists: Serena Korda/Elly Glossop/Fernanda Cortes.
- **Printmaking** - Deep dive into printmaking techniques, lino, monoprint, etching, collagraph. Negative and positive space. Reverse imaging.

Assessment Criteria

Knowledge and Understanding	20%	(research/subject matter and artists etc.)
Participation and Engagement	35%	(behaviour/work ethic/willingness to learn/engagement in class discussion)
Creativity and Imagination	20%	(willingness to take risks/ make mistakes through trial and error /demonstration of personal style and imagination)
Classwork and Homework	25%	(class assignments/graded drawings and pieces of physical work/written work/presentation of materials)

Independent and Home Learning

Students will be given at least 1 piece of homework per week, written or practical.
 Development of project ideas at home, independent research into artists or art movements that will assist with current project development.
 Independent artwork is recommended at home to practise skills - this will not be graded or brought to school but it is useful to develop skills and personal artistic style outside of class time, essential to the students development in Art.

Subject Social Studies/History/Geography (Humanities)	Grade 7
Teacher: Una Trninic	Email: utrnicic@islandacademy.com

Term 1: Topics and Skills Overview

Skills- Note-taking, organization, reading comprehension, academic writing, academic reading and analysis, historic timelines (B.C.E – C.E), cause and effect practice with historical events, presentation skills, and critical thinking about how historical events have affected today.

History Topics: Introduction to History, the Roman Empire, Ancient Kush, Middle ages and the Black death.

Social Studies Topics: Introduction to Social Studies, Where do we live? What do people believe in?

Geography Topic: Global citizens, natural disasters.

Term 2: Topics and Skills Overview

Skills- Note-taking, organization, reading comprehension, academic writing, academic reading and analysis, historic timelines (B.C.E – C.E), cause and effect practice with historical events, presentation skills, and critical thinking about how historical events have affected today.

History Topics: Medieval castles, the Renaissance, World War One and the Windrush generation.

Social Studies Topics: The individual and society, physical and natural resources.

Geography Topics: The continent of Africa.

Term 3: Topics and Skills Overview

Skills- Note-taking, organization, reading comprehension, academic writing, academic reading and analysis, historic timelines (B.C.E – C.E), cause and effect practice with historical events, presentation skills, and critical thinking about how historical events have affected today.

History Topics: The Victorian Era, primary and secondary resources for data collection

Social Studies Topics: Government and social groups

Geography Topics: Globalization

Assessment Criteria

All grades are calculated into percentages out of 100.

Homework 20%.

Class Participation 15%.

End of term paper/exam 25%

Quizzes/Tests 15%

Projects/Presentations 25%.

Independent and Home Learning

This curriculum works to enhance student knowledge of Medieval Times up until the 20th century. Through their studies, students will better be able to identify how these time periods have helped shape our modern existence, think critically about the world around them, and understand the fluidity and mixing of cultures over time.

Subject PSHE	Grade 7
Teacher: Alaina Gomes	Email: agomes@islandacademy.com

PSHE (personal, social, health and economic) education aims to develop knowledge, skills and attributes in students that will help them prepare them for life and work in a modern world. The course will help students understand the connection between academic, social and emotional wellbeing and provide a platform for discussing a variety of strategies for success.

Term 1: Topic and Skills Overview

Healthy Relationships

- Self-esteem, romance, and friendships.
 - *Students will explore how to safely and responsibly form positive relationships (including those among their family, peers, staff at school, and the wider community),*
 - *Students will learn conflict resolution strategies, how to repair broken friendships, how to set boundaries in relationships, and the importance of empathy. Students will have the opportunity to discuss the emotional and physical realities and responsibilities of relationships.*

Media Literacy and Digital Resilience

- Online safety and digital literacy
 - *Students will be able to explain, and put into practice, how to safely engage in internet research and the impacts of social media and technology on society and the individual.*

Study skills

- Time management, activity scheduling, various form of studying techniques
 - *Students will learn how to identify their study style and effective ways to study and prepare for tests and exams based on evidence-based strategies used to assist people who have identified with a particular study style.*

Term 2: Topics and Skills Overview

Physical Health and Wellbeing

- Risks of alcohol and marijuana use, and peer pressure
 - *Students will be able to explain how peer pressure can lead to risky behaviours and will be able to understand the effects of alcohol and marijuana on the body and the mind, as well as describe local and international laws regarding alcohol, and marijuana use.*

Diversity and Acceptance

- Diversity, Prejudice and bullying (including cyber bullying) and building tolerance.
 - *Students will be able to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.*

Citizenship

- Rights and responsibilities in the community.
 - *Students will investigate what it means to be part of a community, looking at school-based communities, national and international communities and the rights and responsibilities inherent to belonging.*

Term 3: Topics and Skills Overview

Mental Health

- Tackling the stigma surrounding mental health
 - *Students will discuss and learn the differences between mental illness and mental health, define terms such as self-harm, depression, anxiety and low-self esteem, and explore techniques to self heal and assist peers with the healing process as well.*



Living in the Wider World

- Planning for our future
 - *Students will begin exploring different career options based on their skills, talents and personalities.*

Assessment Criteria

Students will be assessed based upon their classroom participation in discussion, independent, and group activities. Students will receive three exams for the full school year (one in each term).

Independent and Home Learning

Students will be given approximately 1 hour of homework each week. This may vary depending on the topic and the time of year as students will be putting into practice what they learn in class.

Students will also be required to have internet access for research and projects!



Subject Physical Education	Grade 7
Teacher: Mark Mitchell	Email: mmitchell@islandacademy.com

Term 1: Topics and Skills Overview

Sport 1: Volleyball: Service: underarm, overarm (float, top spin). Service reception, underarm, overhead (volley). Defence: two armed defence, pass/underarm pass. Set: front volley; reverse volley, back set. Attack: spike (hard or soft); tip. Blocking: individual, partner.

Sport 2: Athletics: Running Events: Sprints - starts, transition, acceleration to maximum speed, finish (60m, 100m, 200m, 400m; Middle and Long Distance - starts, transition, strategy, finish (800m, 1500m, 5000m). Throwing Events: Shot Put - stance, grip, standing frontal throws, movement sequence (glide/spin), power position and execution, follow through and recovery. Discus - grip, stance, preliminary swings, standing frontal throws, throws from a side on stance, power position and execution, movement sequence (rotation: 1-turn, 1½ -turns). follow through and recovery. Javelin - grip and approach run transition (cross steps), power position and execution, follow through and recovery.

Term 2: Topics and Skills Overview

Sport 1: Variety -handball, capture the flag, netball, ultimate frisbee, cricket, kickball, longball, rounders, four square, sepak takraw, skipping.

Sport 2: Basketball Passing - chest pass, bounce pass, baseball pass (long) and overhead pass. Catching - one-hand/block and trap, two-hand catch/funnel. Dribbling -either hand (right, left), alternate hands, change of direction and change of pace, high, low and cross-over (reverse, front cross-over, between the legs, behind the back). Shooting - lay-up shots, set shot, jump shot, hook shot. Footwork -stance, pivoting, changes of pace and direction, sliding, jumping, stopping.

Term 3: Topics and Skills Overview

Sport 1: Baseball: Batting - grip: standard; choke grip. batting: swing, bunts. Pitching - fast-pitch (overarm), slow-pitch (underarm), starting position, wind up. Fielding - catching: basics to catch fly hits, rolling hits. Throwing - over arm, side arm. Base running - single, double, triple, home run.

Sport 2: Football: Control - using static practices: use of chest, thigh, feet and head, pressurised situations: use of chest, thigh, feet and head. Passing - short pass: including use of both feet, use of the inside and the outside of the foot, instep. Long pass (along the ground, lofted pass): skills to include use of both feet, outside of the foot, the chip pass. Body pass: use of head and chest. Shooting: power shots (short and long range), shots with inside and outside of foot (swerving shots), first time shots (volleys and half volleys), heading, shooting on the move, penalty kicks and direct free kicks. Tackling: block tackle, side tackle, sliding tackle. Dribbling: close control, use of either foot, feints, changes of pace and direction, against opponents. Heading: defensive and attacking, for distance and for accuracy. Jockeying: pressurising and attacking, closing down a player. Goalkeeping skills: throwing for distance and accuracy, punching, palming, handling of shots and crosses (to include pressurised situations, kicking dead ball and clearance, narrowing the angle and diving saves).

Assessment Criteria

Participation (listening, following directions, effort, sportsmanship) – 100%

Independent and Home Learning

It is important to maintain a well-balanced diet and engage in regular moderate to vigorous physical activity, such as walking, jogging, cycling, or swimming, for at least 60 minutes daily.

