

# Mr. James Williams

K.L.O. Middle School

Room #2

Email: [james.williams@sd23.bc.ca](mailto:james.williams@sd23.bc.ca)

School #: 250-870-5106

Website: <http://jwilliams3.weebly.com/>



## English 7 and Social Studies 7 Course Outline

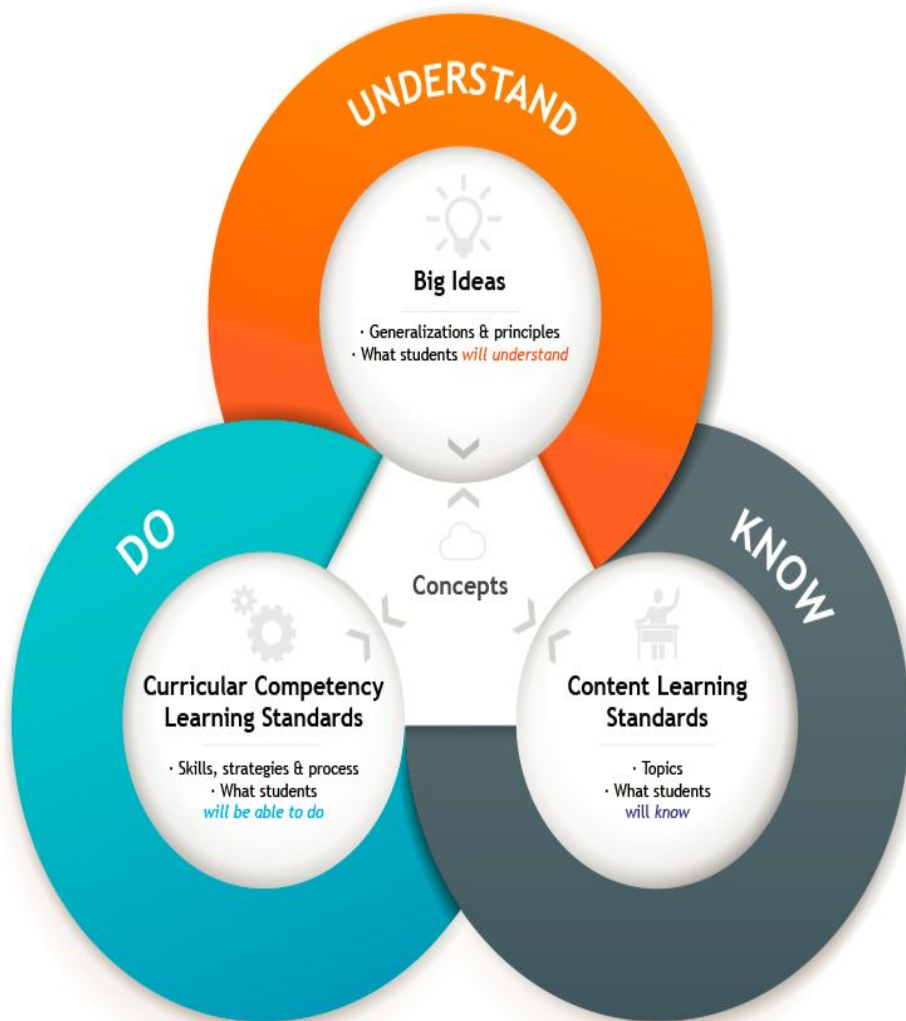
The curriculum for Kindergarten to grade 9 has been redesigned to meet the needs of the 21st Century Learner. More information can be found on the [Ministry of Education website](#).

### My GOALS for this year...

- To help you improve your literacy skills
- To help you understand content and extend your thinking
- To help you make connections between the concepts taught in class and the world around you

### Students are expected to...

- Bring a Growth Mindset
- Be prepared for each class
- Be respectful! Respect yourself, classmates, adults, property, and community
- Be organized
- Be aware of deadlines
- Be punctual and attend



As you can see from the first graphic, the course is comprised of the Big Ideas, Curricular Competencies, Content as well as the overarching Core Competencies that are in every subject and grade.

# Core Competencies



- **Communication** -The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.



- **Thinking** - The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.
  - **Creative Thinking**
  - **Critical Thinking**



- **Personal and Social** - Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.
  - **Positive Personal & Cultural Identity**
  - **Personal Awareness & Responsibility**
  - **Social Responsibility**

## Big Ideas for Social Studies 7

### Big Ideas

Geographic conditions shaped the emergence of civilizations.

Religious and cultural practices that emerged during this period have endured and continue to influence people.

Increasingly complex societies required new systems of laws and government.

Economic specialization and trade networks can lead to conflict and cooperation between societies.

## Curricular Competencies and Content

*The primary goal of Social Studies education is to give students the knowledge (grade 7 focuses on Ancient Worlds to the 7th Century), skills, and competencies to be active, informed citizens who are able to think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively. (Ministry of Education - [Social Studies 7 website](#))*

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“Study the past if you would define the future.” — **Confucius**

## Big Ideas for English 7

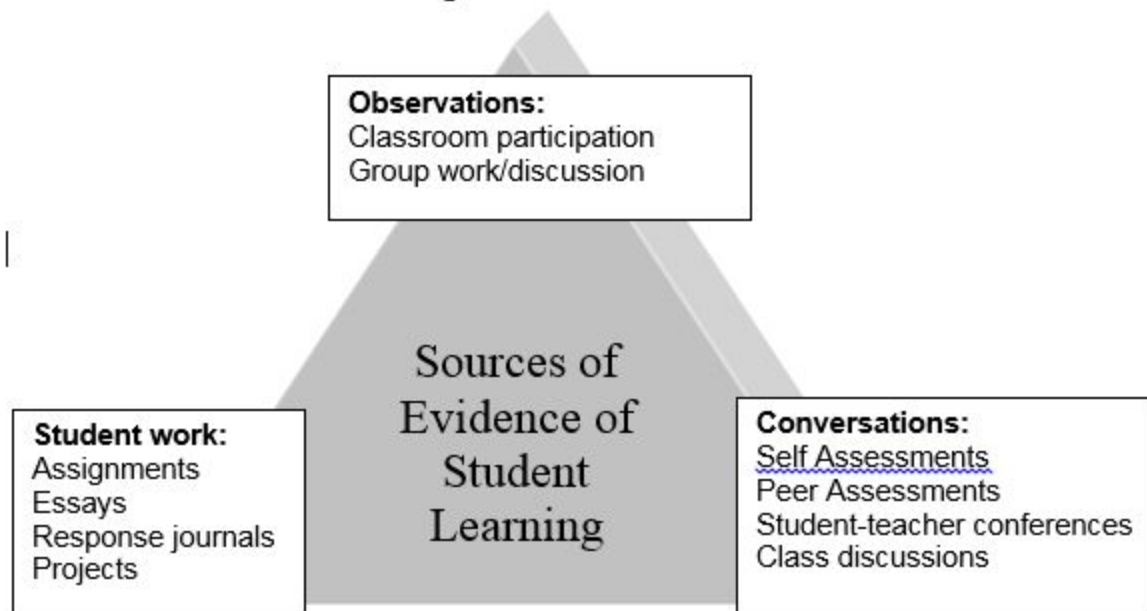


## Curricular Competencies and Content

*The curriculum is designed to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. ([Ministry of Education - English 7](#))*

# Assessment Overview

I aim to have a clear and transparent assessment practice so that students, teachers, parents and administration can all accurately see how the student is progressing. There will be various formative-based assessment strategies that will guide the student through the learning activities. Students will be creating portfolios of their learning. The portfolios will contain snapshots of learning, student work, reflection activities as well as summative assessment of the learning outcomes. Please remember that there are various formative-based activities and assignments that may lead up to the recorded grade. The overall grade recorded on report cards and interims will be a combination of observations, conversations and products gathered over time.



My goal is for the student to understand their own learning and be able to articulate their strengths and areas of improvement to their peers, teachers and parents.

Fresh Grades (a web based tool) may be used to display student work, relay evaluations and to communicate with students and parents. Parents will be sent a link to sign up to view the electronic portfolio and monitor academic progress. The tool can be accessed through a free app on your mobile device or by signing in to the website. Information is only shared with the student and their parents/guardians.

## Homework

In my class, students will generally have enough time to complete all learning activities in class. However, homework will be assigned for two main reasons. First, there may be some assignments which students need to completed and work on at home. Secondly, students who don't use class time efficiently will be asked to complete the activity at home and hand it in during the next class.

Students who miss school for extended periods (sickness or family holidays) will be expected to complete work at home.

# Attendance

Attendance is crucial if students expect to be successful in this class. If a student misses a class, regardless of the reason, they should expect it to have some impact on their academic achievement. Those students who are late or have unexcused absences will receive a satisfactory work ethic.

# Supplies

- Binder
- Lined Paper
- Pen
- Pencil
- Silent Reading Material
- USB Storage Device or students can use Google Drive

Work Habits/Work Ethic: Please review the work habits document below.  
Students will be evaluated using a G, S, N scale.



## KLO WORK HABITS/WORK ETHIC

**Student Name:** \_\_\_\_\_ **Block** \_\_\_\_\_

Student work habits have a direct impact on their ability to be successful. Work habits at KLO are evaluated according to the criteria below and as demonstrated on a daily basis. Students will be given feedback regularly. Formal reporting will include a work habit assessment that represents their work habits over the term.

**Note:** Not all of the elements of this rubric will apply to every activity. Elements may be omitted or added depending on the particular task.

Personal and Social Competency			
<b>Preparedness</b>	<input type="checkbox"/> I consistently bring needed materials; I consistently arrive to class on time and I consistently come to class with a mindset for learning	<input type="checkbox"/> I generally bring needed materials; I am generally punctual and I generally come to class with a mindset for learning	<input type="checkbox"/> I rarely bring needed materials; I am rarely on time to class and I rarely come to class with a mindset for learning
<b>Engagement</b>	<input type="checkbox"/> I consistently listen to instructions. I am self-directed, motivated and reliable	<input type="checkbox"/> I generally listen to instructions and work when prompted	<input type="checkbox"/> I rarely listen to instructions. I need frequent prompting and/or supervision to work
<b>Perseverance</b>	<input type="checkbox"/> I consistently push myself to finish designated tasks on time	<input type="checkbox"/> I generally push myself to finish designated tasks on time	<input type="checkbox"/> I rarely push myself to finish designated tasks on time
Communication Competency			

<b>Collaboration</b>	<input type="checkbox"/> I consistently work well with others and shows open-mindedness	<input type="checkbox"/> I generally works well with others	<input type="checkbox"/> I rarely works well with others
<b>Contributions to the Learning Community</b>	<input type="checkbox"/> I consistently participate in classroom lessons; contributes thoughtful ideas and questions	<input type="checkbox"/> I generally participate in classroom lessons and makes contributions	<input type="checkbox"/> I rarely participates in lessons
<b>Thinking Competency</b>			
<b>Creativity</b>	<input type="checkbox"/> I consistently develop new ideas or build on others ideas to create new things	<input type="checkbox"/> I generally develop ideas or build on others ideas to create new things.	<input type="checkbox"/> I rarely pushes myself to develop new ideas or build on other people's ideas.
<b>Critical Thinking</b>	<input type="checkbox"/> I consistently reflect on my thinking, products, and actions.	<input type="checkbox"/> I generally reflect on my thinking, products, and actions.	<input type="checkbox"/> I rarely reflect on my thinking, products and actions