



2022-2023

Grade 7 & 8 Student Handbook



Education is not the filling of the pail; rather, it is the lighting of the fire.

The teachers and administration at St. Ignatius School take our responsibility for academic excellence and faith formation very seriously. As middle years educators, we respect that all students come to us with differing levels of ability and believe in the importance of:

- Motivating them to fully develop their unique talents and skills;
- Meeting their learning needs through differentiation;
- Encouraging ownership for their learning by promoting self-assessment;
- Facilitating their independence through strategic teaching and learning opportunities;
- Providing opportunities for them to contribute as members of their learning community
- Setting high standards in order to foster within them a life-long love of learning and active citizenship.

THE GRADE 7 & 8 TEAM

One of the biggest changes faced by students as they enter grade 7 is from having one generalist teacher to several subject-based teachers. Depending on the developmental and maturity level of the student, this may continue to present a challenge in grade 8. The grade 7/8 team consists of all the teachers responsible for teaching and supporting the grade 7 and 8 students. This team meets on a regular basis to identify students who require extra assistance and to strategize about specific ways to put our middle year's philosophy into practice ergo the benefit of all students.

The grade 7 & 8 team consists of the following staff:

Mr. Kjell	Grade 7 Homeroom and Religion Grade 7 & 8 Health, Math and Science
Mrs. Sine	Grade 8 Homeroom and Religion Grade 7 & 8 English Language Arts and Social Studies
Mr. Eichel	Physical Education
Mrs. Patrick	French
Mrs. Gerwing	Resource
Mrs. Pistawka	Principal
Kelvin High School	Shops

ACADEMIC PROGRAM

SHOPS CLASSES AT KELVIN HIGH SCHOOL

Through the provision of a shared service agreement with the Winnipeg School Division, students in grades 7 and 8 attend home economics and industrial arts classes through Kelvin High School. Classes take place one afternoon of each six-day school cycle (day 4).

Teachers from the Industrial Arts program at Kelvin High School will come to St. Ignatius School and will provide lessons in STEM.

ENGLISH LANGUAGE ARTS

Learning is a complex process of inquiry, collaboration and discovery that is facilitated by language; consequently, the development of English Language Arts (ELA) will be the focus of this course. Language learning is an active process that is continual, and at times, recursive because of its integrated nature. Through involvement in reading, writing, responding, representing and viewing, students will be given opportunities to become proficient in all of the language arts. Their learning opportunities will promote reflective thinking so progress can be planned, monitored, and assessed.

The four areas of focus in the ELA course will be:

- Language as Sense Making: Using text to activate prior knowledge, make connections, and ask questions. Learners will use what they know from previous experiences to help them compose and understand texts.

- Language as a System: Students will continue learning how to use proper grammar, punctuation, spelling, forms, genres, and structures to read, write, represent, speak and view the English language.
- Language as Exploration and Design: Students use the language to learn about the world, and to contribute to the world by articulating questions and designing solutions to problems by analyzing, interpreting and communicating their understanding.
- Language as Power and Agency: Students look at what they read, hear and view through a critical lens, questioning the meaning and authenticity of each piece. Students learn how to source and cite works, investigate moral and ethical issues, consider multiple points of view and biases, and convey their own points of view in a respectful and purposeful way.

Assignments

Assignments and due dates will be given with consideration of student workload. Due dates are expected to be met consistently. At the beginning of each term instructions for Independent Study assignments will be given. These assignments are expected to be completed in addition to other coursework. Time management and planning will be essential for success in this course. Students will be required to write on a regular basis, using all of the steps of the writing process. Topic choice will be open, and students will be given a number of opportunities for mastery before being assessed.

The emphasis of the reading program will stress the acquisition of a variety of strategies to support comprehension. Once again, novel choices will be open, and focus lessons will target strategies and literacy tools. Students will respond to their reading using suggested journal formats which will be dependent on the skill focus for the week.

Please note: An agenda book or alternative management tool (digital calendar and reminders) will be used consistently, but independently. All assignments should be documented, and there will be spot checks on a regular basis. Parents are encouraged to peruse agendas/calendars and ask questions about assignments and other entries. When students are absent from school, they are responsible to contact Mrs. Sine or a classmate to receive assignments and handouts.

GRADE 7

Students will be required to complete two independent studies per term, in addition to their other coursework. The due dates for these assignments will be given early in the year to allow for ample time for completion. Due dates for these assignments will NOT be negotiable. Students will be encouraged to share these dates with parents, to help with time management at home.

GRADE 8

In addition to other coursework, students will be required to create a text set as a major assignment in term one. This will be done as an independent study; however, discussion and check-ins will occur regularly to ensure students are on the right track. The due date for this assignment will be given early in the year to allow ample time for completion. This date will NOT be negotiable. Students will be encouraged to share these dates with parents, to help with time management at home.

SOCIAL STUDIES 7

This course focuses on the relationships and interdependence of the physical and social environments of our Earth. Students are challenged to view the world as an interdependent whole in which they are to share the responsibility for improvement and stewardship.

Specific topics include:

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| ▪ Geographic skills | ▪ Education |
| ▪ Global citizenship | ▪ War and Development |
| ▪ Hunger | ▪ Child Labour |
| ▪ Water and Health | |

Through the implementation of the social studies program, students will ascertain what kind of learner they are. They will also be exposed to a variety of study techniques and strategies. Assignments and participation will take the form of presentations, project work, visual representations, quizzes, tests, and lesson responses.

SOCIAL STUDIES 8

This course is designed to help students explore the ways people lived within certain societies of the past and begin to realize that life today is closely related to developments which have occurred through the ages.

Specific topics include:

- Creation
- Geological timeframes
- Early people
- Ancient civilizations
- Greece/Rome
- Medieval and Renaissance people
- Modern times

Through the implementation of this program, students will continue to hone their study and test writing skills. Assignments will take the form of presentations, project work, research, visual representations, quizzes, tests, and lesson responses.

MATHEMATICS

Through the core areas and topics covered in this course, students learn to value mathematics, reason and communicate mathematically, and become confident in their problem-solving abilities. Interwoven throughout the curriculum are seven themes, or “big ideas”: communication; connections; number sense; visualization; technology; reasoning; and problem solving.

Excused Absences

Students are responsible for ensuring that any outstanding assignments are submitted to the teacher as soon as the student returns to school. Students are encouraged to develop a partnership with at least one other student (a “study buddy”) so that they might assist one another, particularly in the case of one’s absence. Forms to help communicate any work missed are available for this purpose.

Term Work

Term work consists of the following:

- Math Journal (Reflective writing – in written form, students explain their understanding of key ideas and concepts we are studying) Please note: revision and resubmission of journal entries is encouraged and can improve the score.
- Math Investigations (requires students to discover patterns, make and test conjectures, and express their process)
- Number Sense (regular practice to assist estimation and mental math skills)
- Lesson Checks (short quiz following practice of skills). Completion and submission of corrections on these lesson checks are required before students write the corresponding unit test.
- Unit Tests
- Problem Solving Assignments (involving the application of concepts)
- Participation
 - Collection of Notes & Completion of homework practice;
 - Participation with in-class practice on individual whiteboards;
 - Self-Assessment & Demonstration of Learning through Portfolio.

Curriculum

There are four main strands in this course, each having one or more sub-strands:

Number

Number Concepts
Number Operations

Patterns and Relations

Patterns
Variables and Equations
Relations and Functions

Statistics and Probability

Data analysis
Chance and Uncertainty

Shape and Space

Measurement
3D Objects and 2D Shapes
Transformations

Grade 7 concepts covered:

- Divisibility;
- Operations with Decimals;
- Problem Solving with Percent;
- Addition & Subtraction of Fractions;
- Connecting Decimals with Fractions;
- Addition & Subtraction of Integers;
- Identify patterns and corresponding linear relations;
- Constructing table of values and graphs;
- Basic Algebra - Variables and Equations;
- Data Collection and Display (including circle graphs)
- Measures of central tendency (mean, median & mode) and range;
- Use experimental or theoretical probabilities to represent and solve problems involving uncertainty
- Circle geometry;
- Develop/apply a formula to determine Area of Triangles, Parallelograms and Circles;
- Perform geometric constructions (bisectors; perpendicular and parallel segments);
- Plot ordered pairs on a four-quadrant Cartesian plane;
- Perform transformations (translations, rotations or reflections) of 2-D shapes.

Grade 8 concepts covered:

- Perfect Squares and Square Roots;
- Percent;
- Ratio, Rate, and Proportional Reasoning;
- Multiplication & Division of Fractions;
- Addition & Subtraction of Integers;
- Multiplication & Division of Integers;
- Use patterns to describe the world and solve problems
- Graph/ analyze two-variable linear equations;
- Represent algebraic expressions in multiple ways;
- Measures of central tendency (mean, median & mode) and range;
- Collect, display and analyze data to solve problems;
- Use experimental or theoretical probabilities to represent and solve problems involving uncertainty;
- Develop and apply the Pythagorean theorem to solve problems;
- Draw and construct nets for 3-D objects;
- Determine surface area of right prisms and right cylinders to solve problems;
- Develop and apply formulas for determining the volume of right prisms and right cylinders;
- Draw/interpret different views of 3-D objects;
- Tessellations.

SCIENCE

Science is designed to engage students in laboratory activities, class activities, and projects that examine the fundamental processes and skills of science.

Term Work

Term work consists of the following:

- Concepts (participation in group work and class discussion; assignments)
- Investigations (scientific inquiry & experiment reports; design projects; performance tasks & lab work)
- Research Projects;
- Pen & Paper Quizzes and Tests.

Curriculum

Interwoven throughout the curriculum are several general learning outcomes. These are skills and attitudes identified as being important in helping students to gain a measure of scientific literacy that will assist them in becoming informed, productive and fulfilled members of society. They can be grouped under five categories:

- Nature of Science and Technology;
- Science, Technology, Society, and the Environment;
- Scientific and Technological Skills and Attitudes;
- Essential Science Knowledge;
- Unifying Concepts.

Grade 7 concepts covered:*Interactions Within Ecosystems*

Complex interactions between organisms and their

Grade 8 concepts covered:*Cells and Systems*

environment.

Particle Theory of Matter

Nature of science and the development of scientific theories. One theory, the particle theory of matter, is investigated in detail.

Forces and Structures

Natural and human-built structures and the forces that act on them.

Earth's Crust

Earth's geology, including rock and mineral formation, changes in the landscape over time, and human use of geological resources.

Living things with a focus on cells and systems.

Optics

How light is produced, transmitted, and detected.

Fluids

The properties of fluids, including viscosity, density, and compressibility.

Water Systems

The properties of water, its global manifestations, and its impacts.

FRENCH

The course French aims to provide students with quality French instruction which enables them to communicate in the French language and to appreciate francophone cultures. In the 4-8 French program, French is used as the language of instruction; language knowledge and skills are developed through themes and students' active participation in activities.

Some of the general themes can include:

- My life, School, Food and Health, and Canada and the World

Continuous and cumulative evaluation is necessary in modern language courses.

Students will be assessed in all language skill areas (listening, speaking, reading and writing)

Assessment will include:

- Mini-projects
- Projects
- Tests/Quizzes -Please note tests can include all areas of language and will be done continuously throughout the year.

Students are expected to speak French during French class.

Students are expected to come to class on time, ready to work with all supplies (binder in order, pens and pencils).

At times students will be asked to complete work at home. The homework will have been explained in detail in class.

Please see the following page for a description of a grade 7 and 8 learner.

PHYSICAL EDUCATION/HEALTH EDUCATION

The Physical Education Program at St Ignatius School endeavours to enhance the health of all students' mind, body and spirit. An array of opportunities – competitive, developmental, team and individual –are designed to promote student success. Student feedback and ideas will be considered for program enhancement. Skill development and appreciation for recreational activities are balanced to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles. This program endeavours to accomplish the following learning outcomes:

Movement - Skill development in a variety of sports and activities such as volleyball, basketball, soccer, badminton, track and field, and low-organized games.

Fitness Management – The development and follow through of a personalized fitness plan.

Safety - The development of safe and responsible decision making in order to manage risks and prevent injuries in daily living.

Personal and Social Management is the development of self-understanding and strategies necessary to build positive relationships with others.

Healthy Lifestyle Practices – The development of informed decision making in personal health, active living, and nutritional practices.

Expectations for Student Conduct

To succeed in Physical Education, students are expected to:

1. Observe and follow all safety rules posted in the gym and in the changing rooms;
2. Display good sportsmanship;
3. Cooperate and interact positively with the teacher and peers, including use of appropriate language and tone;
4. Change daily into the P.E. uniform;
5. Participate during Phys-Ed class.

Students are reminded that:

- The gymnasium is off-limits during non-class hours unless under the direct supervision of a staff member;
- No dangling jewellery shall be worn during physical education classes;
- Found items are to be placed in the Lost & Found bin located in the storage room.

TIMETABLE

The grade 7 & 8 timetable consists of eight 40-minute periods per day. Students are provided one 15-minute recess in the morning and afternoon. **Students are expected to be in class on time following all breaks.**

HOMEWORK EXPECTATIONS

The goals of assigning homework are to reinforce basic skills, to supplement classroom experience, and to develop organization and time-management skills. Research indicates that when students complete homework, the level of engagement in their studies increases, thereby fostering a positive attitude about learning. As a general guideline, grade 7 and 8 students at St. Ignatius School should spend approximately 30 to 60 minutes per day (five days out of seven) on focused, uninterrupted study. Since students complete work at different speeds and/or use class time more or less effectively than others, the suggested time is intended to serve as a general guideline. If your child is struggling with the homework workload, please speak to their teacher.

The role of the parent in homework remains a significant one. Although students at this age are seeking independence, parents play an invaluable role in the monitoring of homework completion and assessment dates. Take time to dialogue daily with your child about time management, task definition, resources needed, and workload. Ask to see your child's assignments on a regular basis and continue to communicate with your child's teachers in order to share your concerns or to seek clarification on assignment expectations. All staff on the grade 7/8 team are accessible by e-mail as listed on our website.

Excused Absences

Students are responsible for ensuring that any outstanding assignments are submitted to the teacher as soon as the student returns to school. Students are encouraged to develop a partnership with at least one other student (a "study buddy") so that they might assist one another, particularly in the case of one's absence. It is the student's responsibility to find out what work was missed during any absence.

EXAMS

Students in grades 7 & 8 are provided with the opportunity to write exams in January and June. Exams offer students an opportunity to learn more about study skills and to prepare them for formal examination settings. Each exam is weighted 30% of the final term grade. Preparation for exams begins in the classroom. Students learn about study schedules, topic chunking, stress management techniques, and specific study strategies. If a student will not be able to write exams during the assigned time due to a family vacation, they will be required to write their exams prior to their departure. If they do not write exams prior to their departure, students will receive a mark of 0. If a student misses an exam without a reason deemed

valid by the Principal, the student will receive a mark of 0. If a student is absent due to illness, they will be required to produce a doctor's certificate and will, unless determined otherwise by the Principal be required to write a make-up exam when they are well. The exams provide practice in writing exams in four subject areas. Due to the importance writing exams in preparation for high school, there are no June exemptions.

ASSESSMENT POLICY

The purpose of assessment is to improve student learning in a culture of diligence, honesty, and fairness with respect for timelines and accountability. Determining achievement involves the professional judgment of faculty, including the interpretation of evidence provided in various forms of assessment. Ultimately assessment information informs the decision to promote, place, or retain students.

This policy is intended to clarify expectations for academic responsibility and honesty as well as to highlight specific learning skills and values that are considered important in the learning journey of our students.

Responsibility

1. Assignment requirements and assessment criteria will be clearly communicated to students by faculty.
2. Reasonable timeline expectations will be coordinated among teachers. Students who chronically do not hand in assigned work may be asked to stay in at recess or after school to complete assignments.
3. Extensions will be granted at the teacher's discretion with consideration for the student history, reason for request, and nature of the assignment. Extension requests may be required to be accompanied by a note from the parent/guardian.
 - If an extension is granted, the assignment must be completed by the agreed-upon date. Support, if needed, will be provided by the teacher to ensure that the student completes the required work by the agreed-upon date.
4. Resubmission of assignments will be permitted, if requested, within two days of receiving an assignment back and at the discretion of the teacher. Students who wish to resubmit an assignment must meet with the teacher and communicate a rationale and plan for the resubmission. Consideration for the student history, reason for request, and nature of the assignment will factor into the teacher's decision whether or not to permit a resubmission. All resubmission requests must be accompanied by a note from the parent/guardian.
5. Persistent late assignments will involve ongoing contact with the parents and team-consultation to address issues and barriers that are preventing the student from completing the work. This will also be reflected in the report card comments.
6. Students absent from a test or exam will, unless determined otherwise by the teacher in consultation with the principal, be required to write a make-up test/exam.

Honesty

1. Work that is proven to be plagiarized will not be accepted; the student and parent will be informed in a face-to-face meeting, and the incident will be documented.
 - The student will be required to hand in the rewritten assignment for grading. This will allow the teacher the opportunity to assess whether or not the student has achieved the learning outcomes.
2. Students who cheat on a test (copy others' work, use cheat notes, etc.) will be given a mark of 0, but will be expected to rewrite the test for learning purposes. A parent meeting will be scheduled.

Decisions regarding loss of marks for dishonesty will be at the discretion of the teacher in consultation with the other team members (resource, administration).

Assessment While Serving a Suspension

Suspensions require that the student is temporarily removed from the school environment. In such cases, the administration will act as a liaison between the student, their family and the teachers. All assignments will be provided to the administration, who will make arrangements for completion.

Promotion/Placement/Retention

1. Decisions regarding the promotion, placement, or retention of students will be made in consultation with the resource teacher, classroom teacher, school administration, applicable Child Guidance Clinic personnel, and parents. Factors such as development, maturity, ability level, and attitude will be considered prior to making a final decision.
2. Students who have not produced enough evidence of their learning in a subject area will receive an *Incomplete* in lieu of a grade.
3. Provisional promotion or placement may be dependent upon successful completion of summer school.

Note: Placement is distinguished from promotion because it describes a situation in which the student has not met the learning outcomes from the grade level, but for whom retention is not deemed to be beneficial.

STUDENT DISCIPLINE

In order to reinforce the importance of homework completion, being on time for class, integrity, unauthorized or inappropriate use of technology, and respectful behaviour, the Middle Years team has developed a detention system based on infractions. Every Tuesday and Thursday there will be detentions held from 3:30- 4:15 in the science lab. Detentions are used for educational purposes. Students are given tasks that will help them assess their own behaviour, problem solve, and work with their peers to find positive solutions to the challenges they face.

Detentions may be assigned to students after THREE infractions (minor offences as listed above). Teachers may, on occasion, give a detention to a student who has breached the Code of Conduct in a more serious way after only one occurrence. Parents will be given at least one day's notice of a detention in order to arrange for pick up.

LEADERSHIP OPPORTUNITIES

At St. Ignatius School, we recognize that student engagement, ownership, and accountability are enhanced by providing leadership and mentoring opportunities for students. There are several ways that students in the middle years become involved in their learning community. Students are encouraged to get involved in a variety of other leadership positions which are advertised at the beginning of each school year.

Social Justice Team

Being a member of this team provides students with the opportunity to help others. Leading a Winnipeg Harvest campaign, Koats for Kids campaign, helping plan Orange T-Shirt Day activities and finding ways to build bridges between St. Ignatius School and a school in a remote community are just some of the things this team does.

Faith Ministry Team

Being a member of this team provides students with a choice of opportunities to lead our Parish community in Faith events. Faith Ministry Team members plan Catholic Schools Week activities, help with school Masses, participate in prayer groups, participate in the Remembrance Day assembly and/or participate and plan for a Mental Health and Wellness club

Yearbook Team

All members of the yearbook committee will have input into the content of the book. As well as acting as a member of the overall team, students will be given specific responsibilities that they will carry out. The Editorial Team assist with any and all parts of the production process as required; the creative team will create the pages, design and layout; the journalism team will write and type the headlines and captions; the photography team will take, gather and edit the activity photos; the Photostory Creators/Editorial Team will collect pictures, order presentation and select musical accompaniment for the grade 8 farewell video.

Athletic Council Team

Being a part of the Athletic Council Team is all about assisting with school sports, running intramurals, helping plan the Terry Fox Assembly, participate in run club, help with score-keeping at games, work at the canteen, plan events for students to earn house points, and much more. Members will take pictures of athletic events for the yearbook team and will be committed to building positive school spirit.

Music Ministry Team

Students in grades 3 —8 will have many opportunities to contribute their musical talents in a variety of school events. Music ministers may participate in: • Choir (gr. 3 +); • Beginner band (gr. 7 & 8); • Christmas caroling at the care home
Members can also help coordinate: • School assemblies • Sound Tech for school Masses • Christmas concert; • Singathon planning; • School musical • Annual spring concert

Environmental Team

Being a part of the Environmental Team provides students with opportunities to make our school a GREEN community. Environment Team members will help to start a composting system for the school; help plan the Earth Day assembly; help coordinate Earth Day activities; help educate other students on environmental issues; and help to organize other GREEN initiatives in the school.

School Spirit Team

This committee will be responsible for planning events that build school spirit such as spirit week activities, school dances, Pink T-Shirt day, plan lunch hour activities for primary students, and much more. Team members will be committed to working with other teams to coordinate events that build positive school spirit and also to building relationships with younger students.

