

Our Collective Commitments

At Maryland Park School, our staff are committed to the following beliefs:

- We believe all stakeholders have a voice in our school community. We will listen and consider all perspectives when making decisions that positively impact our school community.
- We believe positive relationships provide the foundation for learning and foster a sense of belonging. We will build meaningful connections with our students, colleagues, families, and community.
- We believe every child deserves to feel safe, welcome, and valued. We will provide an environment of respect and sense of belonging that supports the social-emotional needs of each child.
- We believe students need to be independent learners who problem solve, think critically, and reflect on their learning. We will ensure students have access to activities that foster exploration and discovery.
- We believe students and staff need to have a growth mindset. We will model and celebrate resilience, perseverance, risk taking, and an “I can” attitude.
- We believe every child has strengths, gifts, and talents. We will provide a variety of opportunities for students to further develop their strengths and share their unique gifts and talents while celebrating their individual growth.
- We believe each child is an active partner in the learning process. We will involve students in their learning by goal setting, identifying clear learning targets, self-assessment, and reflection.
- We believe every child deserves an equitable opportunity to demonstrate their learning. We will provide students with choices and opportunities to demonstrate their learning.
- We believe every child is capable of high levels of academic and social-emotional success. We will differentiate and provide flexible, supportive learning environments to meet the needs of all learners.

Visual Arts

The four essential Arts learning areas present a distinct set of learning outcomes and are integrated with other subject areas.

Art Language and Tools

- I can demonstrate understanding of the elements and principles of artistic design in a variety of contexts.
- I can demonstrate understanding of and facility with visual art media, tools, and processes.
- I can develop skills in observation and depiction.

Creative Expression in Art

- I can generate and use ideas from a variety of sources for creating art.
- I can develop original artworks, creatively integrating ideas and art elements, principles, and media.
- I can finalize and share my original artworks.

Understanding Art in Context

- I can experience and develop awareness of artworks from various times, places, social groups, and cultures.
- I can experience and develop awareness of a variety of art forms, styles, and traditions.
- I can demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities.

Valuing Artistic Experience

- I can demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts.
- I can analyze my own and others’ artistic compositions.
- I can construct personal interpretations of my own and others’ artworks.

Our Grade 7 Team

Mr. Beg

beg.stephen@bsd.ca

Mr. McColl

mccoll.braden@bsd.ca

Find us @

700 Maryland Ave
Brandon, MB R7A 7X9

Phone: 204-725-7770

Fax: 204-728-5868

marylandpark@bsd.ca

<https://www.bsd.ca/schools/marylandpark>



[marylandparkschoolbsd](https://www.instagram.com/marylandparkschoolbsd)



[@Maryland_BSD](https://twitter.com/Maryland_BSD)

Bell Times

8:40 a.m. First Bell

8:45 a.m. Class Begins

11:30 a.m. - 12:30 p.m. Lunch

12:30 p.m. First Bell

12:35 p.m. Class Begins

3:20 p.m. Dismissal



MARYLAND PARK SCHOOL



Our Community. Our Pride. Our Future.

Grade 7

Enclosed is a summary of curricular learning targets that have been identified by our teachers. For a more comprehensive look at Manitoba curriculum please visit:

<https://www.edu.gov.mb.ca/k12/cur/>

Also see:

My Child in School: A Resource for Parents
<https://www.edu.gov.mb.ca/k12/mychild/index.html>

Our Mission

Maryland Park School is a safe and welcoming community that works together to ensure every student achieves high levels of academic, social, and emotional success.

Maryland Park Grade 7 Learning Targets

English Language Arts

The four practices that the curriculum identifies are interconnected and interrelated. They are used as authentic experiences throughout the school year.

Language as Sense Making - Language as System - Language as Exploration and Design - Language as Power and Agency

English Language Arts skills in reading, listening & viewing, writing, speaking & representing, and critical thinking are taught using effective practices. The following student-friendly learning targets have been developed so that students can clearly identify achievement of curricular outcomes.

Learning Targets

Cueing Systems

- I can make connections from my previous experiences, prior knowledge, and a variety of text.
- I can relate or compare my own knowledge and experiences with information from others.
- I can demonstrate an understanding of deeper messages in texts and media.
- I can use cueing systems such as word order, sentence structure, and context clues (diagrams, pictures) to confirm meaning and interpret text.

Reading Comprehension & Reading Response

- I can summarize information from a text in my own words.
- I can make logical predictions.
- I can make inferences by thinking about what the writer means but has not stated.
- I can justify my opinion about what I have read.
- I can use a variety of comprehension strategies (adjusting reading rate, summarizing main ideas, checking with peers) to make sense of new texts.
- I can identify a thesis statement or topic sentence.

Writing

- I can use descriptive language when discussing a topic or idea.
- I can brainstorm topics and ideas using a graphic organizer.
- I can organize information by main idea.
- I can choose a topic sentence that identifies the main idea.
- I can create a thesis statement with supporting statements.
- I can write about a specific theme.
- I can add descriptive language.
- I can add appropriate terms related to the theme.
- I can write for a specific audience and purpose.

Learning Targets in listening & viewing, speaking & representing, and critical thinking under development.

Science

Teaching and assessing of science learning targets occur throughout the school year with a specific focus on the outcomes integrating the design process. Many concepts are integrated with other subject areas.

Learning Targets

Cluster 1: Interactions Within Ecosystems

- I can analyze food webs, using ecological pyramids to show energy gained or lost.
- I can identify and describe the positive negative examples of human interventions that impact the makeup of ecosystems.
- I can create a model ecosystem that contains biotic and abiotic components; producers; and consumers that also shows signs of human interaction.

Cluster 3: Forces and Structures

- I can classify and describe both natural and human-built structures found locally and around the world.
- I can recognize that internal and external forces apply stress to structures, and describe examples in which this stress has led to structural fatigue or failure.
- I can use the design process to construct a structure that will withstand the application of an external force.

Cluster 2: Particle Theory of Matter

- I can explain the concepts of the Particle Theory of Matter using proper vocabulary and scientific theories.
- I can differentiate mixtures, solutions, and mechanical mixtures.
- I can design a prototype that can explain and control the transfer of heat energy.

Cluster 4: Earth's Crust

- I can describe the Earth's structure through an understanding of geological processes, plate tectonics, weathering, and erosion.
- I can identify the geological resources that are found in Canada, how these resources are extracted, and how extraction can impact the environment.
- I can use the design process to construct a model of a geological process using the theory of plate tectonics. *For Example* (earthquakes, mountain formation, volcanos, plate tectonics, seismograph, etc.).

Health

Throughout the school year, students will demonstrate knowledge and skills in the ability to make informed decisions for healthy living in the following strands:

Personal Health Practices- Active Living - Nutrition - Substance Use and Abuse Prevention - Healthy Lifestyle Practices

Specific topics in this area can be found at: <https://www.edu.gov.mb.ca/k12/cur/physhlth/kto4.html>

Mathematics

Numeracy concepts are integrated into daily routines, morning message, calendar activities and games throughout the year.

Number - Patterns and Relations - Shape and Space - Statistics and Probability

Learning Targets

Number

- I can add and subtract fractions and mixed numbers with common denominators (concretely, pictorially, and symbolically)
- I can manipulate fractions and mixed numbers to create common denominators
- I can express a fraction in lowest terms
- I can add and subtract fractions with unlike denominators (concretely, pictorially, and symbolically)
- I can add and subtract fractions to solve word problems.
- I can use manipulatives to represent integers.
- I can combine integers to model a zero pair.
- I can add integers using manipulatives, using a number line, and symbolically.
- I can subtract integers using manipulatives, using a number line, and symbolically.
- I can subtract by adding the opposite.

Patterns & Relations

- I can model a problem with a linear equation and solve the equation.
- I can solve a problem using a linear equation and record the process.
- I can verify the solution to a linear equation using concrete materials or diagrams.
- I can substitute a possible solution for the variable in a linear equation and verify the equality.
- I can create a table of values for a relation by substituting values for the variable.
- I can sketch a graph from a table of values created for a relation.
- I can describe the patterns in the graph, and then draw conclusions from the graph.
- I can match a set of relations to a set of graphs.
- I can match a set of graphs to a set of relations.

Shape & Space

- I can illustrate and explain that the diameter is twice the radius in a circle.
- I can illustrate and explain that the circumference is approximately three times the diameter in a circle.
- I can explain that, for all circles, π is the ratio of the circumference to the diameter ($\frac{C}{d}$), and its value is approximately 3.14.
- I can explain, using an illustration, that the sum of the central angles of a circle is 360°
- I can draw a circle with a given radius or diameter with or without a compass.
- I can illustrate and explain how the area of a rectangle can be used to determine the area of a triangle.
- I can generalize a rule to create a formula for determining the area of triangles.
- I can illustrate and explain how the area of a rectangle can be used to determine the area of a parallelogram.
- I can generalize a rule to create a formula for determining the area of parallelograms.
- I can illustrate and explain how to estimate the area of a circle without the use of a formula.
- I can apply a formula for determining the area of a circle.
- I can solve a problem involving the area of triangles, parallelograms, or circles.
- I can label the axes of a Cartesian plane and identify the origin.
- I can identify the location of a point in any quadrant of a Cartesian plane using an ordered pair.
- I can plot the point corresponding to an ordered pair on a Cartesian plane with units of 1, 2, 5, or 10 on its axes.

Statistics and Probability

- I can determine the mean, median, and mode for a set of data, and explain why these values may be the same or different.
- I can determine the range of a data set.
- I can provide context in which the mean, median, or mode is the most appropriate measure of central tendency to use when reporting findings.
- I can solve a problem involving measures of central tendency.
- I can determine the probability of an outcome occurring during an experiment and express the result as a ratio, a fraction, and a percent.
- I can provide an example of an event with a probability of 0 or 0% (impossible) and an event with a probability of 1 or 100% (certain).

Social Studies

Teaching and assessing of Social Studies Units and outcomes occur throughout the school year. Many topics are integrated with other subject areas.

Learning Targets

World Geography

- I can understand and explain the purpose of longitude, latitude, the meridians, and time zones.
- I can locate on a world map: the major population clusters and explain the relation between population distribution and the natural environment.
- I can identify the factors that influence the movement of people around the world (environmental, economic, political, and social).

Global Quality of Life

- I can describe the impact of various factors on quality of life in Canada and elsewhere in the world.
- I can describe the impact of discriminatory attitudes and practices on quality of life (racism, prejudice, and stereotyping).
- I can describe the impact of various factors on citizenship rights in Canada and elsewhere in the world.

Ways of Life in Asia, Africa, and Australasia

- I can describe the ways of life in Asia, Africa, and/or Australia through an understanding of environment, economy, cultural diversity, urbanization.
- I can research and present an understanding of a specific society that exists in Asia, Africa, or Australia.
- I can identify historical events that continue to affect Asian, African, and/or Australian societies.

Human Impact in Europe or the Americas

- I describe diverse approaches to land and natural resource use in a society of Europe or the Americas.
- I can identify historical events that continue to affect a society of Europe or the Americas.
- I can give examples of the environmental and social impacts of consumerism in the local community and in a society Europe or the Americas.