This curriculum guide provides its readers with a summary of grade level curriculum. Our goal is to clearly communicate with the student, parent, and community expectations at each grade level.

**ISY Mission**

The International School of Yangon is a community of compassionate global citizens.

**ISY Vision**

We aim to develop lifelong learners who will be a force for positive change in the world.

**ISY Beliefs About Learning**

We believe that:

- Students are at the center of all our efforts.
- Cultural diversity enriches us all.
- Learning should be pursued for its own intrinsic value.
- Students learn in different ways.
- All students have the right to live and learn in a safe and nurturing environment.
- Educating the whole person is vital to individual success.
- Education is a shared responsibility of students, family, school, and the wider community.
- We are all responsible for our decisions.
- Challenging expectations promote individual growth and organizational development.
- Creative and critical thinking and cooperative learning are essential.
ISY Expected Schoolwide Learning Results

Embedded in all learning at ISY are the following learning outcomes combined with the IB Learner Profile traits (in parentheses) that all students should know, understand and be able to do upon graduation from ISY.

ISY students will:

Become Global Citizens who . . .

- Are environmentally aware and active (Caring)
- Contribute to the welfare of the world community (Caring)
- Respect the dignity and worth of others (Principled, Open-minded)
- Manifest the virtues of honesty and integrity (Principled)
- Understand and appreciate the values, traditions, and perspectives of others (Open-minded)

Be Successful Communicators who . . .

- Demonstrate the skills of effective collaboration (Communicators)
- Use appropriate technology as a tool to convey ideas (Communicators)
- Write, speak, read and listen with purpose (Communicators)
- Are multi-lingual (Communicators)

Demonstrate Complex Thinking and Creativity by . . .

- Gathering analyzing and processing information from a variety of sources (Thinkers)
- Being effective and creative problem-solvers (Thinkers)
- Being effective decision-makers (Thinkers)
- Pursuing inquiry and curiosity within learning (Inquirers)
- Building a foundation of knowledge and applying understandings to new situations (Knowledgeable)
Become Lifelong Learners who . . .

- Take responsibility for their learning (Reflective)
- Value all types of learning: academic, social, athletic, aesthetic and emotional (Balanced)
- Have the confidence to take on new challenges (Risk-takers)
- Give thoughtful consideration to their own learning (Reflective)

A Standards-Based Curriculum

Academic standards, or learning outcomes, are the foundation of the ISY curriculum, and through standards, teachers identify the skills, knowledge, processes and understandings that are taught and assessed. Instruction is built upon rich scaffolded learning experiences that facilitate student attainment of the standards, and instructional resources are aligned to learning experiences. The ISY adopted standards provide coherent learning progressions beginning in pre-kindergarten continuing through to grade 12, and they communicate to students, parents, teachers, and administrators what students are expected to learn in each subject area and at each grade level.

Classroom assessments at ISY are based on the knowledge, skills, and learning targets derived from the standards. Students are given formative assessments, or assessments for learning, which provide them with valuable feedback. For teachers, formative assessments provide information to help inform instructional decision-making as learning occurs. Students use feedback on formative assessments to improve and revise their work and learning. Summative assessments typically occur at the end of an instructional unit and provide evidence of student achievement for the purpose of making a judgment about student proficiency.

In a standards-based system, behaviors that support learning, such as work habits, effort, responsibility, and attitudes are judged separately so that academic grades are accurate and reflect how a student performs and achieves in relation to the knowledge, skills, and understandings set forward by the standards. Such nonacademic factors are of equal importance to the development, success, and achievement of students and their learning, thus,
performance in these areas of student learning are assessed, tracked, and reported distinctly from academic achievement.

**The Grade 7 Program**

*Provided is general information about each Grade 7 subject area along with subject ‘Essential’ standards. Essential standards are those standards which are taught and assessed with greater depth and focus. While all standards in a given subject are taught, ISY has identified the outcomes that embody the larger concepts, principles, or processes along with the key knowledge and skills that lead to student understanding of essential knowledge. To view the standards in their entirety, please visit the ISY web site.*

**Grade 7 Pre-Algebra**

Grade 7 Pre-Algebra combines the content and skills of traditional grade 7 and 8 math programs to prepare students for Algebra, forming the basis of a pre-algebra sequence. Building on the Grade 6 Math curriculum, students in Grade 7 Pre-Algebra explore rational, irrational and negative numbers. Basic skills for understanding and manipulating algebraic expressions and equations are included. Ratios, proportions, and percent topics are learned and applied to geometry. Further, a basic level of probability and statistics is a component of Grade 7 Pre-Algebra. Mathematical practice standards, integrated into math instruction and assessments, represent ongoing math skills and processes that support the learning of math content.

**Grade 7 Pre-Algebra Essential Standards**

*Using Equations to Model Real-World Problems*

- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Use random sampling to draw inferences about a population.
• Draw informal comparative inferences about two populations.

Working with Expressions, Equations, and Inequalities

• Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
• Know that there are numbers that are not rational, and approximate them by rational numbers.
• Use properties of operations to generate equivalent expressions.
• Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
• Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.
• Understand the connections between proportional relationships, lines, and linear equations.
• Analyze and solve linear equations and pairs of simultaneous linear equations.
• Draw construct, and describe geometrical figures and describe the relationships between them.
• Investigate chance processes and develop, use, and evaluate probability models.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Grade 7 Algebra I

Grade 7 Algebra I is offered to students invited to challenge themselves to a deeper and broader understanding of the more abstract aspects of the concepts and skills necessary to succeed in higher level mathematics. The course of study emphasizes algebraic structure and the mechanics of the operations of algebra, including linear and exponential equations, and their solutions, using factoring of quadratic equations to solve polynomials, graphing of functions, and problem solving. Included in the course are selected statistics and probability concepts.

Mathematical practice standards, integrated into math instruction and assessments, represent ongoing math skills and processes that support the learning of math content.

Grade 7 Algebra I Essential Standards

Working with Expressions, Equations and Inequalities

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.
- Construct and compare linear and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Reason quantitatively and use units to solve problems.
- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.

Graphing

- Define, evaluate, and compare functions.
• Understand the concept of a function and use function notation.
• Interpret functions that arise in applications in terms of the context.
• Analyze functions using different representations.
• Build a function that models a relationship between two quantities.
• Build new functions from existing functions.

**Using Algebra to Model Real World Problems**

• Understand and apply the Pythagorean Theorem.
• Extend the properties of exponents to rational exponents.
• Use properties of rational and irrational numbers.
• Perform arithmetic operations on polynomials.
• Summarize, represent, and interpret data on a single count or measurement variable.
• Summarize, represent, and interpret data on two categorical and quantitative variables.
• Interpret linear models.

**Mathematical Practices**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Language Arts 7**

Language Arts 7 further develops students’ skills and knowledge in reading, writing, language, and listening and speaking. Students continue to use relevant evidence to support their analysis of texts, and
they begin to incorporate more evidence to strengthen their points in speaking and writing. They also build academic vocabulary, as they read more complex texts, including stories, plays, novels, poems, and literary nonfiction. The following core texts are read in Grade 7 along with an assortment of shorter pieces: And Then There Were None, The Outsiders, October Sky, and The Giver.

In writing, students hone their narrative and expository writing techniques, and they develop clear and coherent writing to serve specific purposes and audiences. Creating cohesive, well-structured writing using relevant support and detail are a focus of writing in Language Arts 7. Tending to precision of English language conventions and usage supports all endeavors in Language Arts 7.

Language Arts 7 Essential Standards

Reading: Literature

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbolism).
Reading: Informational Text

- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Writing

- Write arguments to support claims with clear reasons and relevant evidence.
  - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Provide a concluding statement or section that follows from and supports the argument presented.

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, and
description, to develop experiences, events, and/or characters.
  • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
• Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the literary concepts of mood, tone, point of view, personification, or symbolism.
• With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
• Draw evidence from literary or informational texts to support analysis, reflection, and research.
• Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
• Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking & Listening

• Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
• Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
• Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language

- Demonstrate command of the conventions of Standard English, grammar and usage when writing or speaking.
  - Explain the function of phrases and clauses in general and their function in specific sentences.
  - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Demonstrate command of the conventions of Standard English, capitalization, punctuation, and spelling when writing.
  - Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[, green shirt).
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Science 7

Science 7 builds upon the skills and knowledge acquired in Science 6. Students study the following topics within the realms of Life, Earth and Space, and Physical Sciences that fall under the category of Science Content and Concepts: ecology and the environment, Earth’s geologic history and rocks (the rock cycle, weathering and erosion), and interactions of matter (atomic structure, elements, compounds and mixtures, the periodic table and chemical bonds). Students’ knowledge and understanding of Science Content and Concepts are applied by engaging in the Science and Engineering Practices. The Science and Engineering Practices promote the
use of scientific understandings to investigate the natural world through the principles of science inquiry and processes and elements of engineering design. Additionally, students develop their research and writing skills specific to the content and concepts of science.

Students in Science 7 engage in a variety laboratory and project-based tasks.

**Science 7 Essential Standards**

**Science Content and Concepts**

**Physical Science**

- Develop models to describe the atomic composition of simple molecules and extended structures.
- Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
- Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
- Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
- Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

**Life Science**

- Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
- Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
● Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
● Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
● Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
● Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

Earth and Space Sciences
● Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
● Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
● Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
● Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
● Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

Science and Engineering Practices
● Asking questions (for science) and defining problems (for engineering)
● Developing and using models
● Planning and carrying out investigations
● Analyzing and interpreting data
● Using mathematics and computational thinking
● Constructing explanations (for science) and designing solutions (for engineering)
● Engaging in argument from evidence
● Obtaining, evaluating, and communicating information
Research and Writing in Science

- Write arguments focused on discipline-specific content.
- Write informative/explanatory texts, including scientific procedures/experiments, or technical processes.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Social Studies 7

Social Studies 7 focuses on the medieval world and beyond. Also referred to as the Middle Ages, this period of time falls between the classic civilizations of Europe and modern times. In addition to learning about Europe in medieval times, students study cultures and kingdoms of West Africa and civilizations in China, Japan, and the Americas during this time period before revisiting Europe for the Renaissance and Reformation. The final unit of study examines how the age of exploration, the scientific revolution, and the Enlightenment led Europe into the modern age. Throughout the year, students study and reflect upon current events.

Students in Social Studies 7 examine and analyze historical documents and use what they have learned to answer questions. They also look at change and continuity in societies to help further their understanding of how societies develop and evolve. Questions of inquiry help students to
understand how the interrelated concepts of culture, history, politics, sociology, and scientific discovery have shaped the modern world that we live in. Finally, students develop their research and writing skills specific to the content and concepts of social studies.

**Social Studies 7 Essential Standards**

*History*

- Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.
  - Apply key concepts such as chronology, causality, and conflict to identify patterns of historical change.
- Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
  - Explain forces that result in world interaction (such as those related to the environment, belief systems, economics, geography/land, ethnicity/race/gender, culture, and balance of power).

*Geography*

- Students will understand the interactions and relationship between human societies and their physical environment.
  - Use appropriate data sources and tools to generate, manipulate, and interpret geographic information such as the location of, size of, and distances between places.
- Students will understand cultural and intellectual developments and interactions among societies.
  - Examine the interaction between people and the environment and understand how people both shape and are shaped by the environment that they live in.
- Students will understand social systems and structures and how these influence individuals.
  - Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of
personal identity.

**Government and Economics**

- Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.
  - Explain and analyze strengths and weaknesses of various kinds of governance systems in terms of the purposes they are designed to serve.
- Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.
  - Describe global patterns of resource distribution and use.
- Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
  - Explain prerequisites for the adoption of a particular technology (social need, social resources, cultural attitude, etc.).

**Research and Writing in Social Studies**

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Write arguments focused on discipline-specific content.
- Write informative/explanatory texts, including the narration of historical events.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate
World Languages

ISY offers instruction in French or Mandarin designed for students learning an additional language who do not have native fluency in the language. Students are placed in the appropriate world language course based on class assessments and the AAPPL language assessment. New students to ISY are assessed either prior to or upon arrival for optimal placement.

French/Mandarin 1

French/Mandarin 1 is designed for students who have little or no experience with the language. This foundational language course emphasizes basic interpersonal communication skills, through reading, writing, and learning about the culture of the target language are also reflected in French/Mandarin 1.

The targets for French/Mandarin 1 are for students to reach the **Novice Mid** level of language proficiency in the areas of **Interpersonal**, **Presentational**, and **Interpretive Communication**.

Students who successfully meet the targets will be prepared for the next level.

French/Mandarin 1 Essential Communication Standards

**Novice Mid Level of Proficiency**

*Interpersonal Communication* (unrehearsed spoken conversations exchanging information, ideas, opinions, feelings and responding to information, ideas, opinions, and feelings expressed by others):

- Communicates on very familiar topics using a variety of words and phrases that have been practiced and memorized.

*Interpretive Communication* (reading, listening to, and viewing both non-fiction and fiction demonstrating understanding of the literal and inferred meanings):
● Recognizes some familiar spoken words and phrases.
● Recognizes some letters or characters and understand some learned or memorized words and phrases when read.

Presentational Communication (presenting information, concepts, and ideas that have been rehearsed or edited to an audience of listeners or readers):

● Presents information about one’s self and some other very familiar topics using a variety of words, phrases, and memorized expressions.
● Writes lists and memorized phrases on familiar topics.

French/Mandarin 2

French/Mandarin 2 is for students who have successfully completed French/Mandarin 1 or who have reached the Novice Mid proficiency level in the Interpersonal, Presentational, and Interpretive areas of communication. Students, in French/Mandarin 2 engage in language learning that continues to develop these three areas of communication through thematic units that expand vocabulary and grammar knowledge and appreciation of the culture of the target language.

The target for French/Mandarin 2 is for students to achieve a solid Novice High level of language proficiency in the areas of Interpersonal, Presentational, and Interpretive Communication.

Students who successfully meet the target will be prepared for the next level.

French/Mandarin 2 Essential Communication Standards

Novice High Level of Proficiency

Interpersonal Communication (unrehearsed spoken conversations exchanging information, ideas, opinions, feelings and responding to information, ideas, opinions, and feelings expressed by others):

● Communicates and exchanges information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Usually handles short social interactions.
in everyday situations by asking and answering simple questions.

**Interpretive Communication** (*reading, listening to, and viewing both non-fiction and fiction demonstrating understanding of the literal and inferred meanings)*:

- Often understands words, phrases, and simple sentences related to everyday life. Recognizes pieces of information and sometimes understand the main topic of what is being said.
- Understands familiar words, phrases, and sentences within short and simple texts related to everyday life. Sometimes understands the main idea of what has been read.

**Presentational Communication** (*presenting information, concepts, and ideas that have been rehearsed or edited to an audience of listeners or readers)*:

- Presents basic information on familiar topics using language that has been practiced using phrases and simple sentences.
- Writes short messages and notes on familiar topics related to everyday life.

**French/Mandarin 3**

French/Mandarin 3 is for students who have successfully completed French/Mandarin 2 or who have reached the Novice High proficiency level in the Interpersonal, Presentational, and Interpretive areas of communication. Students, in French/Mandarin 3 are learning at the Intermediate level characterized by speakers who can participate in simple, direct conversations and can handle communication needed in daily life (survival language). Students continue to develop their oral proficiency while increasing their ability to read and write using an expanded repertoire of vocabulary and grammar knowledge. Appreciation of the target language's culture continues to be a focus.

The target for French/Mandarin 3 is for students to achieve the **Intermediate Low** level of language proficiency in the areas of Interpersonal, Presentational, and Interpretive Communication.

Students who successfully meet the target will be prepared for the next
level.

French/Mandarin 3 Essential Communication Standards

Intermediate Low Level of Proficiency

*Interpersonal Communication (unrehearsed spoken conversations exchanging information, ideas, opinions, feelings and responding to information, ideas, opinions, and feelings expressed by others):*

- Participates in conversations on a number of familiar topics using simple sentences. Handles short social interactions in everyday situations by asking and answering simple questions.

*Interpretive Communication (reading, listening to, and viewing both non-fiction and fiction demonstrating understanding of the literal and inferred meanings):*

- Understands the main idea in short, simple messages and presentations on familiar topics. Understands the main idea of simple conversations.
- Understands the main idea of short and simple texts when the topic is familiar.

*Presentational Communication (presenting information, concepts, and ideas that have been rehearsed or edited to an audience of listeners or readers):*

- Presents information on most familiar topics using a series of simple sentences.
- Writes briefly about most familiar topics and presents information using a series of simple sentences.

French/Mandarin 4

French/Mandarin 4 is for students who have successfully completed French/Mandarin 3 or who have reached the Intermediate Low proficiency level in the Interpersonal, Presentational, and Interpretive areas of communication. Students in French/Mandarin 4 continue to progress within the Intermediate range of proficiency. They expand their vocabulary and grammar knowledge and continue to appreciate of the
target language’s culture through a thematic unit approach to learning.

The target for French/Mandarin 4 is for students to reach the beginning stages of the **Intermediate Mid** level of language proficiency in the areas of **Interpersonal, Presentational, and Interpretive Communication**.

Students who successfully meet the target will be prepared for the next level.

**French/Mandarin 4 Essential Communication Standards**

**Intermediate Mid Level of Proficiency**

*Interpersonal Communication (unrehearsed spoken conversations exchanging information, ideas, opinions, feelings and responding to information, ideas, opinions, and feelings expressed by others):*

- Participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Usually says what one wants to say about one’s self and one’s everyday life.

*Interpretive Communication (reading, listening to, and viewing both non-fiction and fiction demonstrating understanding of the literal and inferred meanings):*

- Understands the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Understands the main idea in conversations.
- Understands the main idea of texts related to everyday life and personal interests or studies.

*Presentational Communication (presenting information, concepts, and ideas that have been rehearsed or edited to an audience of listeners or readers):*

- Makes presentations on a wide variety of familiar topics using connected sentences.
- Writes on a wide variety of familiar topics using connected
Music 7

The middle school music program educates students in playing an instrument and performing in a large ensemble. Students learn to perform with sufficient technical skills, which develop over time through effort and experience. Attention is given to the development of characteristic tone and musicality.

The middle school music courses are divided into three proficiency levels: Beginning (Grade 6), Intermediate (Grade 7), and Advanced (Grade 8). Each proficiency level requires consistent practice, an inquiring mind, and a willingness to take personal responsibility within the group. Musical reflection is also an important component of the middle school music program, as music education encourages higher level thinking, and students make and defend their musical judgments. Throughout the school year, students are exposed to different genres of music, as well as music of varying degrees of difficulty.

Music 7 Essential Standards

Intermediate Music

Perceiving, Knowing, and Creating Music

- Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.
- Identify the style and historical period of various music examples.
- Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.
- Identify key signatures of major scales.
- Describe a varied repertoire of music with appropriate music vocabulary.

Producing and Performing Music

- Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.

- Improvise, compose and arrange music.
- Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
- Notate concert pitch major scales (i.e., C, F, Bb, Eb, Ab).
- Read melodies in treble and bass clef using key signatures.

Responding to and Reflecting on Music

- Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.
- Develop criteria based on elements of music to support personal preferences for specific music works.
- Compare and contrast the meaning of common terms and processes used in various arts disciplines.

Physical Education 7

The middle school physical education program seeks to develop a positive attitude among students regarding fitness, health, cooperation and the understanding of the importance of physical well-being. In order to achieve these general objectives, a diversified instructional program is offered in each grade level to include a variety of team and individual activities so that all students at ISY have access to the core PE curriculum. Physical Education 7 allows students to refine skills learned in Physical Education 6 and to demonstrate more complex movement patterns and strategies, as well as greater knowledge of fitness.

In middle school physical education, some of the core sport activities are repeated year to year, however, skill development increases with each grade level. Students will perform basic motor skills and tactics that are developmentally appropriate in activities that fall under five domains: invasion/territory, net/wall, fielding/striking, target, and individual pursuits. Students will successfully participate in sport demonstrating skills of the game and applying the tactics, knowledge and concepts of the game.
Physical Education 7 Essential Standards

Proficiency of Motor Skills and Movement

● Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

● Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
  o Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
  o Demonstrate body management and object-manipulation skills needed for successful participation in individual and group physical activities.

Knowledge of Physical Education Concepts

● Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
  o Analyze movement patterns and correct errors.

● Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
  o Distinguish between effective and ineffective warm-up and cool-down techniques.

● Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.
  o Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.

Attainment of Physical Fitness

● Assess and maintain a level of physical fitness to improve health and performance.
  o Assess one’s own muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition by using a scientifically based health-related fitness
Explained the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest.

Health and Wellness 7

In Health and Wellness 7, students gain an understanding of physical, social, and emotional/mental health components and recognize how one area of health impacts another. Students apply higher level thinking skills to analyze areas of study in health and wellness. Three major body systems are reviewed in this course: circulatory, digestive, and the excretory systems. In Health and Wellness 7, students analyze the impact of various relationships regarding their personal choices and decisions. Personal health and fitness plans are analyzed, practiced, and evaluated to assist students in creating healthy lifestyles.

Health and Wellness 7 Essential Standards

Wellness

- Assess personal health behaviors in relation to dimensions of health.
- Describe how peers, culture, and family influence health decisions and behaviors.
- Use communication skills effectively with family, peers, and others.
- Describe components of goal-setting to enhance health.
- Classify foods by food groups and nutrients.
- Summarize benefits of eating a variety of food from all food groups.
- Determine availability of valid and reliable nutrition information, products, and services.
- Create a daily food plan with adequate amounts of each nutrient.

Social and Emotional Health

- Differentiate between eustress and distress.
Compare healthy and unhealthy ways of dealing with stress.
Describe ways to manage interpersonal conflict.
Explain how expressing emotions or feelings can influence others.
Demonstrate supportive responses to people who may be experiencing mental and behavioral health disorders.

Safety

- Explain basic first aid skills.
- Demonstrate CPR and AED procedures.
- Demonstrate communication skills to prevent, reduce, and avoid violent situations.
- Understand potential dangers of sharing personal information through electronic media.

Art 7

Art 7, one trimester in length, explores both two and three-dimensional art. The course is designed to develop artistic skills that will lead to the creation of successful art and the development of artistic communication skills. The curriculum is based upon exploration and application of design, drawing painting, and ceramics (hand building and the potter's wheel). Media used includes pencil, colored pencil, charcoal, pastel, watercolor, acrylic, and clay. As in all middle school visual art classes, the creation of art provides the context for students to critically analyze art and reflect upon their own artwork as a form of self-expression. Students also learn how art history and culture have influenced art by comparing and contrasting artworks from different cultures and historical periods.

Art 7 Essential Standards

Creating Art

- Apply visual awareness to the creative process.
  - Use a variety of media, innovative combinations, and subjects.
- Develop skills and craftsmanship with materials, tools and
techniques.
  o Create works of art that reflect refinement of technique and confidence in execution.

Perception and Evaluation of Art

● Using the language of art, students critically analyze, derive meaning from, and evaluate artwork.
● Describe art works using the language of art.
  o Use the vocabulary of art to describe, explain, and classify the information in works of art.

Making Visual Art Connections

● Understand how art has shaped and preserved history and culture.
● Understand how history and culture have influenced art.
  o Compare and contrast artworks from different cultures and historical periods.
● Make personal connections with visual art.
  o Understand how art contributes to self-expression.

Drama 7

Drama 7 is a trimester long class that aims to develop individuals to become skilled in implementing the elements of drama. Curriculum and assessments are based on creating, performing and appreciating theatre. Students at this level are refining performance and production skills where vocal training, text analysis and play building are emphasized. Knowledge and consideration to space, time, place, role, tension, mood, movement, conviction and other dramatic elements are paramount to a student’s work in Drama 7. Improvisation and theatre exercises are integrated into the course to help build on and cultivate the skills acquired in Drama 6.

Drama 7 Essential Standards

Creating Drama

● Experiment with the dramatic elements of character, time, place and space to develop conviction and clarity through improvisational and rehearsal activities.
Develop a performance through a play building process
  o Improvise and play build through group-devised processes
Create and develop a dramatic performance using a range of texts
  o Devise and enact drama using scripted and unscripted material
Cooperatively produce a dramatic work with an ensemble.
  o Explore design and dramatic elements to structure dramatic work in collaboration with others.

Performing Drama

Engage an audience through voice, movement and focus.
  o Use performance skills to communicate dramatic meaning.
Use space, blocking, proxemics and status to engage an audience.
  o Utilize production elements appropriate to purpose and audience.
Use theatre design, styles, forms and conventions to engage an audience.
  o Explore and use aspects of performance styles, theatrical conventions and design to create dramatic meaning.

Appreciating Drama

Analyze a dramatic performance through the forms and conventions of drama.
  o Identify and describe the elements of drama, stage craft techniques and conventions in drama.
Investigate the social and historical context of drama and theatre.
  o Research and recognize the function of drama and theatre in reflecting social and personal aspects of human experience.
Reflect on and analyze their own work and the work of others.
  o Describe the contribution of individuals and groups in drama using relevant drama terminology.

Intensive Studies 7

Intensive Studies 7 provides specialized instructional support to ensure that students develop the skills which allow them to have full access to a
rich curriculum across disciplines. Intensive Studies supports students in the transition years between elementary school and high school, where students move from a single core teacher to increasing personal responsibility for learning. This course also assists students who are identified as benefiting from English as an Additional Language support. Students attend this class during elective or World Languages B (French/Mandarin) time. The aim of Intensive Studies 7 is to help students strengthen foundational reading, writing, and language skills while using the content of the curriculum as the vehicle through which students develop and hone knowledge and skills in the areas of focus. This is accomplished via collaboration between subject area teachers and the Intensive Studies teacher.

**Intensive Studies 7 Essential Standards**

**Reading: Literature**

- Determine a theme or central idea of a text and how it is conveyed through particular details; provide an objective summary of the text.
- Read and comprehend complex literary and informational texts independently and proficiently.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Informational Text**

- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Read and comprehend complex literary and informational texts independently and proficiently.
- By the end of the year, read and comprehend literary nonfiction in the grades 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Listening and Speaking

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners
on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.