

COURSE OUTLINE

Health, Literacy, & Numeracy 7

2023-2024

Mrs. Sydne Osadczuk

Contact Information:

Room: 115

Telephone: 780.786.2624

Email: sydne.osadczuk@ngps.ca

Google Classroom Code:

Course Description:

This course has been developed to strengthen the student's skills in the areas of Math and Language Arts. Some basic concepts and strategies can always be improved upon regardless of the student's academic level. The focus will be on improving confidence, learning effective study habits, and new strategies to help the students become better learners. Reading comprehension is important in all subjects and any way that we can help students to be more successful needs to be utilized. Students benefit from being able to explore alternatives when solving math equations. A portion of the class will also be focused on the importance of having a positive resilient mindset and the long-lasting implications this can have on the choices you make.

Education in Alberta aims to honor cultural diversity and promote intercultural understanding. Students are able to build on foundational knowledge about First Nations, Metis, and Inuit peoples. The program of studies provides opportunities for students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences, and contemporary contexts of First Nations, Metis and Inuit.

Course Structure

This course will be taught in conjunction with the student's regular Math, Language Arts. When additional time is required to better understand and practice concepts then this class will be utilized for that. Time will also be spent on improving organizational skills, strengthening study skills, and making connections between the way we prepare for assessments and the outcomes we achieve.

Health Component

Grade 7 students will understand more about how their self-image is affected by the people they see on TV, in movies, and in magazines. They will compare their own choices about physical activity, healthy eating, and sleep with recommended health standards. Students will know what makes good friendships, and they'll begin to build a personal portfolio or collection of items that show their strengths and interests.

General Health 7 Outcomes

WELLNESS CHOICES—General Outcome



Students will make responsible and informed choices to maintain health and to promote safety for self and others.

LIFE LEARNING CHOICES—General Outcome



Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

RELATIONSHIP CHOICES—General Outcome



Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Materials

Students are expected to bring a binder with lined paper, writing utensils, and a calculator.

Course Evaluation and Student Assessment:

Assessment for Learning (Formative Assessment) is a systematic process of collecting information or evidence about student learning and is not assigned a grade/mark for the report card.

Assessment of Learning (Summative Assessment) is the judgment we make about the assessments of student learning based on established criteria and a mark/grade is recorded for the report card.

The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that descriptive feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used by the teacher to facilitate this. For the more complex evaluations, the criteria are incorporated into a

rubric where levels of performance for each criterion are stated in language that can be understood by students. Where possible, students will be engaged in their own assessment through self-reflection and the construction of rubrics.

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, the learning and assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based upon levels of achievement.

Formative = practice that is gained while learning 0%

Summative = evidence used to assess understanding 100%

Students will be evaluated on completion of the projects, as well as basic skills using a combination of rubrics, and summative and formative assessments.

The Final Mark/Grade:

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final mark/grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement.

Appeals Process

Should a situation arise where a student is not satisfied with an assessment outcome, first discuss the matter with the teacher outside of class time. If the teacher and the student are unable to resolve the issue, then the teacher will approach another teacher to assess the assignment. (The teacher will not have prior knowledge of the student's name or the previous grade for the given assignment). If there is still an issue, a meeting will be set up between the student, teacher, parents, and administration to resolve the matter. The commencement of an appeal must occur in a timely manner; within 48 hours of receiving the marked assignment. In return, the appeal process will be completed as soon as possible.

Please see student agenda for more detailed appeals information.

Reassessment Policy:

The purpose of reassessment is to allow a student to remove an uncharacteristic grade. Individual reassessments will only be granted in extenuating circumstances.

To qualify for a reassessment the following requirements must be met:

1. You must show evidence of preparing for the original assessment
 - a. For example:
 - i. Completion of all formative and summative assessments (assignments/quizzes/projects).
 - ii. Completion of practice questions/formative assessments
 - iii. Actively engaged in lessons/class/learning activities and effective use of class time.
2. You must review the assessment and receive feedback in order to establish an understanding of your grade.
 - a. For example:
 - i. A student/teacher conference
 - ii. Post-assessment self-reflection
3. You must provide evidence of enhanced learning of the outcomes.
 - a. For example:
 - i. Completion of teacher tutorial sessions
 - ii. Completion of additional practice materials
 - iii. Exam Analysis - identifying errors/common mistakes/distractors
4. You must arrange to meet for reassessment in a timely manner.
5. The reassessment may be in an alternative form than the original assessment but will assess the same outcome(s) from the programs of study.

General Assessment Statement

Assessments are critical to guiding teaching and learning. Summative assessments are shared/returned with students to provide feedback on their learning. However, when a student does not complete an assessment, for security, that assessment can not be shared or returned to the other students. This delays the feedback to other students and creates inconsistencies in forwarding learning opportunities.

All assessments must be completed in a timely manner to support the learning for all students.

Classroom Expectations:

a. Respect:

- i. Respect teachers and peers - it is essential to create a positive learning environment where everyone can feel safe and have an opportunity to learn. This includes listening when others are speaking, remaining on task during class time, and avoiding distractions such as technology.
- ii. Respect the environment- ensure the environment in which we learn is clean by picking up after yourself

b. Responsibility:

- i. Work ethic and homework completion - to ensure success in any course students are expected to try their best and complete all assigned tasks
- ii. Missed days - students are responsible for catching up on missed work/ assignments, tests and quizzes will be written the day students return.
- iii. Communication - You may contact your teacher to discuss how you are doing in the course, concerns should be addressed before big problems arise/ report cards

c. Readiness:

- i. Students must come to class prepared with all required material and a ready to learn attitude
- ii. Students must prepare for assessments and regular homework checks
- iii. Due dates: reasonable due dates will be set and it is expected they be followed, it is understood that situations arise where exceptions can be made as long as students make arrangements in advance. Late work submitted without a prior conversation with the teacher will only be accepted with a late work slip containing a parent/guardian's signature.

Late Policy:

Students must be on time for class. Students that miss 25% of class will be marked absent. (10 minutes for a 45 minute class)

Bus Days:

Grades Sevens and Eights will be required to check their google classroom for assignments posted on bus days.