



YEAR 7

**CURRICULUM
INFORMATION
LETTER**

TERM 1

2019 - 2020

Students' writing skills were enhanced as they learned several writing techniques. They covered one writing genres of non-fiction writing. The process of learning the writing technique of each genre included planning plot events ahead using a plot diagram; identifying features through models; recognizing linguistic features and their purpose; answering comprehension questions related to the genre; writing a first draft followed by a detailed feedback; and finally, a second, improved draft. This was applied in all learnt genres, which were realistic fiction, crime fiction and formal report. Along with features and organization, students learnt how to enrich their stories using various techniques such as using suspense elements; creating vivid character description using STEAL method; and detailed description of events and setting using show, not tell technique.

Since students are required to enrich their writing using various adjectives, they learnt how to include and order multiple adjectives in one sentence, creating a better image and effect on the reader. Of course, this went along with improving their sentence length and complexity by further practice and drill on sentence type, such as complex and compound sentences.

As another attempt to improve effect on reader and reduce repetitive use of same sentence styles, students learned how to start their sentences in different ways, leading to arousing reader's interest in what's being read. All these points were surely integrated with further practice on using varied and correct punctuation signs – Speech marks hyphens / dashes / colons / semi-colons and commas – to create different moods and effects, enriching their writing.

Students practiced several comprehension skills; they were exposed to a variety of questions assessing their understanding; their ability to identify text purpose; their ability to infer information; and their ability to use context clues.

Students were exposed to authentic situations, topics and texts which helped develop their listening skills. They were required to answer listening based task sheets to ensure their understanding of what they read. They were also required to discuss their answers together in groups, leading to further speaking practice and group discussions. Finally, they were exposed to new vocabulary words and expressions through the listening task, which they used later in their speaking activities.

LITERATURE

The novel of study, *Macbeth*, is an exemplary model of tragedy fiction writing, written by William Shakespeare -one of the greatest novelists. Through the novel, they identified elements of drama in their novel; in addition, they learned about its main themes and analyzed its characters based on text evidence. They covered the first Act in the novel.

In addition to their anchor novel *Macbeth*, students were exposed to several literary extracts (whether in a written form or short movies) through which they learned a variety of skills: identifying the literary devices used and evaluating their effect on the reader; empathy by putting themselves in one of the characters' shoes; analyzing character traits and providing evidence to support their opinions.

They also learnt how to express their understanding of what they read through role plays, clarifying how to understand and perform elements of drama such as stage directions and speech types. In addition, they practised how to reflect on what they understood using a literary response structure such as PEAS chain.

SCIENCE

Students learnt to identify factors affecting the investigations outcome and compare between dependent, independent and control variables. Students were introduced to the microscope structure and understood the function of its parts.

Students recognized the major plant organs and the job of each. They had an overview about the human body systems, their organs and identified their roles in co-ordination to each other. Students understood the structure and function of the human skeleton, to include support, protection, movement and making blood cells. They were able to explain the function of muscles and examples of antagonistic muscles. They classified joints based on their structure and function.

Students recognized cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope. They described the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts. They compared between plant and animal cells. Students used the particle theory of matter to explain the properties of solids, liquids and gases, including changes of state.

They were able to distinguish between metals and non-metals and describe everyday materials and their physical properties. Students defined forces as pushes or pulls, arising from the interaction between two objects and practiced using force arrows in diagrams and adding forces in one dimension. They differentiate between balanced and unbalanced forces and described forces associated with deforming objects.

This term students learnt to describe the value of each digit in a decimal number. Multiply and divide a whole number and a decimal by 10, 100 and 1000. Write decimals in order of size and round whole numbers to the nearest 10, 100 or 1000 as well as rounding decimals including measurements to the nearest whole number or one decimal place. Also students were able to add and subtract integers, as well as decimal numbers with different number of decimal places. Students practiced multiplying and dividing decimals with one or two places by single-digit numbers and for more confidence they learnt to check results of calculations by using inverse operations

Students practiced recognising factors, common factors and primes, all less than 100, making use of simple tests of divisibility. Also learnt finding the lowest common multiple in simple cases

Students learnt to recognize square numbers up to 20×20 and use the notation (X^2) and root X

Students also reviewed some geometrical properties of angles and practiced to estimating the size of acute, obtuse and reflex angles to the nearest 10° , as well as measuring and drawing acute, obtuse and reflex angles to the nearest degree

Students learnt to calculate the sum of angles at a point, on a straight line and in a triangle and started to recognise the angular connections between parallel lines, perpendicular lines and transversals. Students used this knowledge solve simple geometrical problems by using side and angle properties to identify equal lengths or calculate unknown angles, and explain reasoning

This term students were introduced to Algebra for the the first time they learnt the meanings of the words 'term', 'expression' and 'equation'. Started to generate terms of an integer sequence and find a term given its position in the sequence. Find simple term-to-term rules and generate sequences from spatial patterns and describe the general term in simple cases

Also students practiced to represent simple functions using words, symbols and mappings. Use letters to represent unknown numbers or variables. Know that algebraic operations follow the same order as arithmetic operations. Construct simple algebraic expressions by using letters to represent numbers. Derive and use simple formulae. Substitute integers into simple linear expressions and formulae. Simplify linear expressions, e.g. collect like terms. Multiply a constant over a bracket and use the laws of arithmetic and inverse operations to simplify calculations with whole numbers and decimals.

SECOND LANGUAGES

In the French classes, students learned how to identify key words in sentences and conjugate the 3 different groups of verbs in the present tense and the regular first and 2nd group of verbs in the past tense.

They were introduced to French poems and learned how to identify the different figures of speech. Students were also exposed to literary extracts from famous french novels through which they learned a variety of new vocabulary words and used them in sentences in different contexts.

Students enhanced their writing skills using new vocabulary acquired in their study book: Adomania 2 in several topics; they wrote about the different places and transportations in their city, they learned to write details about the outings and activities they do with their friends and family.

In another unit, they learned about food categories and healthy eating and applied their learning in explaining positive and negative aspects in their eating habits and what they had to do to change and become more healthy and at the same time giving advices to others about eating healthy. As an extension to the same topic, students used the vocabulary words to write different food recepies.

The main objective of the German course is to make our students obtain the language and expand their language skills to fulfill the requirements of connecting easily avoiding any misunderstanding with Germans. The course also introduces the culture of and the daily life in the German speaking countries.

Our course book **Ideen 2** will make our students reach the required level in an interesting and easy way, following the most modern methods of learning and introducing themes of their interests.

The reader book **So nah so fern** is to help the students promoting their comprehension and interpretation skills. It also enriches their vocab.

We also used other methods such as internet, films, music, etc in our classes and we had a lot of activities together that has enriched our class.

In the first term we have covered the following areas:

- Students were able to tell about their shopping habits, describe other people.
- Students were exposed to authentic situations to apply how to ask in a polite way
- Students learned different adjektives and

: قمنا بتغطية النقاط الآتية العربية هذا النصف من العام اللغة دراسة من خلال

• القراءة :

قمنا باختيار عدة موضوعات مثل (صيانة المال العام - غرائب المخلوقات - موضوعات متحررة المحتوى - مع فصلين من فصول قصة عقبة بن نافع) هذه الموضوعات تهدف إلى زيادة الوعي والمسئولية لدى التلاميذ من خلال الأفكار الموجودة بها ، فتعرف الطالب قدرًا من المفردات الجديدة بالإضافة إلى تحليل موضوعات القراءة متحررة المحتوى وفهم ما تحتوي عليه من فكر رئيسية وفرعية وتطبيق ذلك في التعبير سواء شفهيًا أو كتابيًا ، مما أكسب الطلاب القدرة على نقد وتحليل آرائهم وآراء زملائهم .

• النصوص :

وفي النصوص درسنا عددا من النصوص المتنوعة بين الشعر والقرآن مثل (عشقناك يا مصر - العمل حياة - الحب عطاء) ، والتي من خلالها قمنا بالتأكيد على مفهوم الجماليات وتذكر أنواعها ، وفهم القيمة اللغوية لكل من الأساليب والتشبيهات والتضاد والمقابلة ، ثم تطبيق ذلك وشرح كيفية استخراجها من أي نص حتى غير النصوص التي يدرسونها ، حيث يستطيع الطالب تحليل ما يعرض عليه من نصوص بعد ذلك ، كما تعلم كيفية نقد الشاعر أو الكاتب وتبيين مدى اتفاهه مع رأيه من عدمه ، وتقديم ما يدعم رأيه من أدلة ، إلى أن يصل الطالب إلى مرحلة يبدع فيها ويستخدم ذلك كله في التعبير بأسلوب قوى فصيح سواء كان تعبيرًا شفهيًا أو كتابيًا .

• التعبير :

مراجعة وتذكر ما تم دراسته من أنواع التعبير الوظيفي (البرقية - اللافتة) ، وفي التعبير الإبداعي تدرّب الطالب على تحليل رأس الموضوع واستخراج الأفكار الموجودة بها ، وتحديد الرئيس والفرعي منها ، ثم تعلم كيف يقوم بعمل مقدمة من تأليفه مناسبة للموضوع وأيضا تعلم كيفية عمل خاتمة ، ثم تطبيق ما تعلمه من قواعد وجماليات مستخدمًا المفردات الجديدة في عملية الكتابة ، وبعد الكتابة يقوم الطالب بتنقيح موضوعه وتحديد ما به من قصور كنوع من التقييم الذاتي قبل تقييم المعلم .

• الإملاء والخط :

بالنسبة للإملاء فسنعمل على مراجعة وتذكر القواعد التي تم دراستها وتوضيح الفرق بين التاء المربوطة والهاء المربوطة ، وقواعد التثوين وأنواعه ، بالإضافة إلى معرفة قواعد رسم الهمزة سواء في أول أو في آخرها ، وتطبيق ذلك في عملية الكتابة ، بالإضافة إلى قدرته على تحليل الكلمات حسب نوع الهمزة .

أما الخط فسوف نتناول فروقا للحروف الهجائية بين خطي النسخ والرقعة وتوضيح الفرق بين الحروف التي تنزل عن السطر والتي لا تنزل عن السطر عند الكتابة .

• القواعد النحوية :

استطاع الطلاب معرفة قواعد جديدة ، وتذكر ما سبق دراسته ، مما أكسبهم القدرة على فهم كيفية كتابة همزة القطع وألف الوصل ، وذلك من خلال درس همزة القطع وألف الوصل في الأسماء والحروف والأفعال .

أيضًا تناولنا أنواع الخبر المفرد والجملة وشبه الجملة ، بالإضافة إلى شرح الضمائر البارزة المنفصل والمتصلة والضمائر المستترّة وكيفية إعرابها بحسب موقعها الإعرابي، مما جعل الطالب قادرا على استخدام الجمل استخدامات متعددة حسب موقعها الإعرابي ، وعدم الوقوع في أي أخطاء إملائية ونحوية .

أولاً الجغرافيا :

- في الدرس الأول تعرف الطالب على بعض الظواهر الكونية عن طريق بعض الصور و الوسائل التعليمية للتمييز بين الظواهر الكونية ثم بعد ذلك في الدرس الثاني قام الطلاب بعمل مقارنة بين مجموعة الكواكب الداخلية و الكواكب الخارجية و تحديد المدة الزمنية التي يستغرقها كل كوكب في استكمال دورته السنوية حول الشمس
- و في الدرس الثالث تعرف الطلاب على شكل الأرض و أبعادها و قارنوا بين خطوط الطول و دوائر العرض و استنتاج أهميتهم
- أما في الدرس الرابع قام الطلاب بتوضيح الفرق بين فصول السنة الأربعة و معرفة الوقت الذي يبدأ فيه كل فصل و قارنوا بين الفصول الأربعة من حيث التمييز بين عدد ساعات الليل و النهار في كل فصل و تنوع المناخ حسب كل فصل
- ثانياً التاريخ :
- تجولنا أيضاً في تاريخ و حضارة مصر القديمة ففي الدرس الأول قام الطلاب بتحديد عوامل قيام الحضارة المصرية القديمة و تعرفوا العصور التاريخية التي مرت بها مصر و قارنوا بين العصور التاريخية و عصور ما قبل التاريخ
- و في الدرس الثاني حدد الطلاب ما المقصود بعصر بناء الأهرامات و قارنوا بين ملوك الدولة القديمة من حيث الأعمال و مدة الحكم ، و استنتاج النتائج المترتبة على انهيار الدولة القديمة
- أما في الدرس الثالث تعرفوا أهم ملوك الدولة الوسطى و استخلصوا النتائج المترتبة على دخول الهكسوس مصر و فسروا أسباب سقوط الدولة الوسطى و قارنوا بين امنحات الثالث و سنوسرت الثالث من حيث الأعمال
- و في النهاية حرصنا على : الاهتمام بالمهارات العقلية المختلفة كالتفسير و الاستنتاج و استخلاص الدروس المستفادة

ART

Students drew an object with an abstract background consisting of different lines and shapes. Later to identify facial features, they drew a portrait of Frida Kahlo, the famous Mexican Artist. They created a painting inspired by Kandinsky, circle art using watercolors and a silhouette of a tree. After that, the students used perspective in creating an outdoor Islamic Architecture scene using watercolors and markers. To identify emphasis in figurative art, students drew an Indian horse using strikes of paintbrush by Acrylic paintings. In the end of the term students drew a picture about the most important events that happened in Egypt to celebrate the past decade.

GLOBAL PERSPECTIVE

Students learned all about the Industrial Revolution. They were able to

- Identify the technological advances that made the Industrial Revolution possible
- Analyze the changing conditions created by the Industrial Revolution in both Europe and the United States
- Think critically about different Industrial Revolution inventions and support an opinion about which invention is most influential.
- The students will demonstrate understanding of the first economic transformations that occurred in Great Britain.
- students will identify and relate the main sectors of industrialization.
- students will be able to establish relationships between the industrial development and the growth of cities.

Studying the Victorian Child labour, students were able to

- Understand the negative effect of the industrial revolution on many people's lives.
- find out about different jobs that Victorian children may have done in the past.
- understand how the poor and unemployed were treated during the Victorian period.

ICT

In this term, students learnt in the theoretical part, the Input & Output devices and how to judge whether a device is input or output by clarifying its function and whether it is used for entering or displaying data.

Also students learnt the **Hardware** and **Software** and their types. They were able to identify the two types of Hardware which are external and internal and the types of Software which are system and application and they related between the theoretical and practical part while explaining the application software represented in the word processing, presentation, spreadsheets,...etc.

They developed their **word processing** skills using Ms. Word 2013 by learning a lot of skills and features to create formal and informal documents like tabulation, listing, mailing, formatting text, page layout (orientation, columns, margins, breaks) the best use of Header and Footer.

Students also designed **presentations** in Ms. PowerPoint 2013, they learnt how to edit slides by modifying and customizing themes, adding catchy transitions, animations, effect options to the presentation in addition to exploring Slide Master view and modifying all the slides at the same time, or the slides with similar layouts or customizing new layouts.

At the end of the term, we memorized old features of **spreadsheet** application (Ms. Excel 2013) and then they learnt how to calculate using formulae, functions like SUM, COUNTA, COUNT, Nested IF, Average in addition to using operators. They also named cell ranges and calculated the percentage. This application will be continued with more features and skills next term.

PHYSICAL EDUCATION

Among the skills the boys practiced in football/ the girls practiced in handball is

- a. Dribbling
- b. Passing and receiving
- c. Shooting, practicing skills related to ball handling/ kicking
- d. Passing with turn, Moving into position to receive a pass and pass with turn to a short distance.
- d. Passing and shooting, Developing and practising kicking a ball through the air over a short distance