



**ST ANDREW'S**  
INTERNATIONAL SCHOOL

St Andrew's International School Middle Years' Diploma

## Grade 7 Horizontal Curriculum Scope and Sequence

	Subject	Aug/Sept.	October	November	December	January	February	March	April	May	June
	English	Summer Reading Presentations  The Outsiders Unit Focus: Narrative		Poetry		Noughts and Crosses Focus: Drama		Memoirs Focus: Non Fiction		Portfolio Preparation / Exam	
	Maths	Number and the number system	Calculations	Understanding Risk, Algebraic proficiency tinkering	Algebraic proficiency tinkering continued, Exploring fractions, decimals and percentages	Exploring fractions, decimals and percentages continued, Proportional reasoning	Pattern Sniffing, Investigating angles	Investigating angles continued, Calculating fractions, decimals and percentages	Solving equations	Calculating space	Algebraic proficiency visualizing  Review
	Science	Welcome to Science <i>Working Scientifically</i>	EcoSystems and Interdependence		Health & The Human Body		Atoms and the Periodic Table		STEM Challenge: The Science of Baking	Electricity and Magnetism	Space  End of Year Assessments
	I&S	Slavery and Abolition  This unit explores the historical and cultural context that facilitated the establishment and development of the trans-Atlantic slave trade.		Modern Day Slavery and Human Rights  This unit explores the different types of modern	Globalisation: Trade and Development  This unit is in two parts. The first part explores the causes and consequences of globalisation. We begin by identifying the processes (causes) that have helped the world become more intensely			Case Study: China  This unit looks at the physical geography of China as well as the population distribution, size and policies in China today. It also assesses		Introduction to Biomes and Ecosystems  This unit introduces the topic of biomes and ecosystems studying the relationship between living things and their environments (systems).	

		It encourages students to challenge stereotypes and highlights the conditions that allowed slavery to take place and thrive. It follows the journey of slaves taken from Africa to the New World in the Americas and considers the ethical implications of the interactions between slaves, slave owners and traders that led to rebellion and eventually the abolition of slavery.	day slavery with a more detailed focus on child slavery in Haiti. It shows how our lifestyles are connected to modern day slavery and the implications this has on the choices we make.	interconnected through advances in communication and transport technology which have facilitated the flow of people, goods and money. We then look at the effects (consequences) of globalisation focusing specifically on the impacts on language, sport and the gaming industry. In addition, we study the role of transnational corporations (TNCS) in the world. TNCs are companies or corporations that are present in many countries and have both positive and negative effects in the countries where they operate.  The second part of the unit looks at the global processes that contribute to the development of a country. Different measures of development are used to identify countries at different levels of development and, to explain the key factors that affect the development of a country such as access to resources, population growth, jobs and trade. The aim of development is to help societies become fairer places and economic solutions to development are considered by evaluating the benefits and limitations of fair trade as well as long- and short-term aid.	China's rapid economic development and the relative environmental impacts and responses this has produced. These are evaluated through the study of the Three Gorges Dam development and the Dongtan Eco-City Project.	We explore issues surrounding the sustainable management of the environment with a specific focus on the rainforest biome of the Congo Basin. A consideration of the perspective of important stakeholders highlights the challenges faced in the management of these fragile environments.	
	MFL (Fr)	Mon année scolaire (time, school and organisation)	Bon appétit ! (food, drinks and traditions)		On fait les magasins ? (clothes, shops and prices)	Dans mon appart' (rooms and furnitures)	End of year exams
	MFL (Sp)	<b>At Home with Family</b> Describing people and family relationships  Talking about where you and others live  Talking about your	<b>Food</b>  Commenting on food  Taking and order and making polite requests  Talking about meals  Offering help and giving instructions  <b>Culture:Mexico</b> Likes and Dislikes	<b>Health and Fitness</b>  Daily routine  Talking about staying fit  Talking about how you feel  Giving advice about health	<b>Shopping</b>  Asking for and giving opinions about clothes  Asking for and offering help in a shop  Saying where you went and what you did  Talking on the phone  <b>Culture: Florida</b>	<b>Celebrations</b>  Talking about holiday plans  Discussing past holidays  Preparing for a party  Greeting, introducing others, and saying goodbye  <b>Culture:Dominican Republic</b>	End of year exams

		responsibilities		Culture: Argentina				
		<b>Culture: Chile</b>						
	<b>Music</b>	<p>Review notes from Grade 6</p> <p>Theory – Review note names and note values</p> <p>Introduction of dots and ties</p> <p>Band - Review sound production, instrument care and first three note in concert B flat</p>	<p>Continue reinforcement of notes</p> <p>Introduction of semitones and accidentals</p>	<p>Review articulation of slurs and accents</p> <p>Reinforce semitones</p> <p>Introduce Major scales: C, G, D, F</p>	<p>Band Notes: Ode to Joy</p> <p>Continue with major scales and key signatures *Identifying through accidentals</p>	<p>Reinforce band pitches - develop tone quality, introduce dynamics</p> <p>Canceling Accidentals Understanding how long an accidental will last</p> <p>The purpose between a key signature and accidentals</p> <p>How to cancel an accidental</p>	<p>Programme Music - how music helps to tell a story</p> <p>Introduction to Intervals</p> <p>Identifying the size and type - harmonic or melodic</p>	End of Year Assessment
	<b>Art (semester rotation)</b>	<p>Aesthetics and Art Appreciation</p> <p>Explore the artistic process, concept and process of unconventional artwork.</p> <p>Identify, Discuss &amp; Challenge notions of "good &amp; bad" art.</p> <p>Brainstorm, create, display &amp; engage in reflection of</p>	<p>Intro. To Principles of Design and review of Elements of Art.</p> <p>Explore the artistic process, concept and process of traditional artwork. Identify the Elements and Principles of Design.</p> <p>Develop media experimentation &amp; exploration of these elements and principles of design based on ability level.</p> <p>Artists investigated include but may not be limited to; Edgar Degas</p>	<p><u>Creative Craft</u></p> <p>Identify and research the history, concept and artistic process of cultural expression.</p> <p>Explore and experiment with media connected with a given cultural expression.</p> <p>Personal Project include but may not be limited to; "Around The World" Mask</p>	<p>Aesthetics and Art Appreciation</p> <p>Explore the artistic process, concept and process of unconventional artwork.</p> <p>Identify, Discuss &amp; Challenge notions of "good &amp; bad" art.</p> <p>Brainstorm, create,</p>	<p>Intro. To Principles of Design and review of Elements of Art.</p> <p>Explore the artistic process, concept and process of traditional artwork. Identify the Elements and Principles of Design.</p> <p>Develop media experimentation &amp; exploration of these elements and principles of design based on ability level.</p> <p>Artists investigated include but may not be limited to; Edgar Degas</p>	<p><u>Creative Craft</u></p> <p>Identify and research the history, concept and artistic process of cultural expression.</p> <p>Explore and experiment with media connected with a given cultural expression.</p> <p>Personal Project include but may not be limited to; "Around The World" Mask</p>	

		personal projects-based artwork explored within the unit.  Artists investigated include but may not be limited to; Amos Ferguson.	Demonstrate understanding of composition and painting media  Personal Project based on the unit include but may not be limited to; Interpretative Study Artwork based on Theme such as "Dance"		display & engage in reflection of personal projects-based artwork explored within the unit.  Artists investigated include but may not be limited to; Amos Ferguson.	Demonstrate understanding of composition and painting media  Personal Project based on the unit include but may not be limited to; Interpretative Study Artwork based on Theme such as "Dance"	
	<b>Drama (semester rotation)</b>	<p>Overview of What is Drama?</p> <p><b>Students will be able to:</b> Explain the value of body language to performance</p> <p><b>Students will be able to:</b> Use gestures, movement and facial expressions to communicate physical and emotional action</p> <p>In teams, compose tableaux narratives</p>	<p>Script Analysis for Designing and Performing</p> <p>Through analysing, rehearsing scripts, we will explore the fundamentals of acting (as cast) and staging (as crew).</p> <p>We will also explore the rehearsal process from both perspectives.</p>	<p>Performing as a Theatre Company</p> <p>Understanding the fundamentals of staging, costumes and lighting</p>	<p>Overview of What is Drama?</p> <p><b>Students will be able to:</b> Explain the value of body language to performance</p> <p><b>Students will be able to:</b> Use gestures, movement and facial expressions to communicate physical and emotional action</p> <p>In teams, compose tableaux narratives</p>	<p>Script Analysis for Designing and Performing</p> <p>Through analysing, rehearsing scripts, we will explore the fundamentals of acting (as cast) and staging (as crew).</p> <p>We will also explore the rehearsal process</p>	<p>Performing as a Theatre Company</p> <p>Understanding the fundamentals of staging, costumes and lighting</p>

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PE	<b>Swimming</b>  1- Identify, understand and follow the basic rules of the pool 2- Tread water for a minimum of 2 minutes and tread water for 1 minute not using either legs or arms 3- Enter the water using a shallow dive 4- Perform at least three of the four strokes to an efficient standard 5- Perform the dolphin kick with freestyle arms in preparation for the Butterfly 6- Swim at least three of the strokes over 25m and 50m at competition speed 7- Perform a five minute endurance swim with the opportunity to stop at either end if required. A student can choose any stroke or a combination of strokes 8- Turn in the water away from the wall, Showing the correct breaststroke turn and finish 9- Perform Backstroke starts  <b>Basketball</b> 1.-Develop individual techniques in dribbling, passing, catching, pivoting, outbound passing and shooting 2.-Develop the ability to attack 1v1 without the ball	<b>Track &amp; Field</b>  -Each of the following activities are practiced and performed:  Discus Shot put Javelin Long Jump Triple Jump High Jump Sprint 100m 200m 400m Middle Distance 800m 1500m Hurdles Relay  -Each event is either: graded, measured or timed and results are recorded.  -All students are to follow instructions closely and know and practice safety rules.  -Top students are also expected to be able to demonstrate correct technique in front of their peers.	<b>Soccer</b>  1.-Keep ups, feet, thighs, (3 attempts) 2. - Two different turns- Cruyf, and inside hook. 3. –Control- feet, thigh and chest. 4. - Volley 5. – Jockeying 6. – Block tackle  Health Related Fitness 1. Revise the 5 components of fitness and each student to be able to identify an activity/sport which utilizes one of the areas more. 2. Understand Basic factors that affect fitness 3. Understand the difference between Resting Pulse Rate and Max Heart rate (HR) and recovery 4. Complete 1 mile run at an even pace (jogging no stops or walking) in 10 minutes or under 5. Undertake the Cooper's Test 6. Follow a simple Fitness exercise circuit 7. Follow and participate in 'Bleep Test' (The Multi Stage Fitness Test)	<b>Volleyball</b>  1. – Demonstrate the Ready Position a) to dig and b) to volley  2. – Volley the ball over the net with lateral movement (x3)  3. – Tip the ball over the net  4. – Technique of the block  5. – Underhand Serve to half of back court (x5)  6. – Game observation	<b>Softball &amp; Option</b>  1. – Demonstrate proper batting stance  2. – Demonstrate proper swing technique  3. – Demonstrate proper technique when throwing overhand to instructor  4. – Catch and/or field a ball thrown in a number of ways  5. – Show understanding of positioning when playing an infield position  6. – Pitch a ball underhand (lob)  7. – Demonstrate proper base running techniques  8. – Show understanding of basic softball rules		

		3.-Explore and Apply principles of offense and defense 5.-Demonstrate the shooting Principles which will be recapped and developed from previous year for set shot, jump shot and lay-up 6.-Understand and perform rebounds 7.-Understand and perform dead-ball situations 8.-Understand and show practical knowledge of basic rules- traveling, double dribble and contact 9.-Show fair play and etiquette on and off the court					
L I F E  L O N G  L E	Health and Wellbeing	Eating Healthy  What's on a Food Label? Identify healthy and unhealthy nutrients on a food label.  What are the food groups?	.Diet and Nutrition  - explore the role and function of the different nutrients, food sources, diets of the world, food as medicine, and food sustainability	Healthy Relationships  Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual/reproductive health	Physical Wellbeing  Students will explore the components of physical fitness and how to maintain physical wellbeing.		
	Global Citizenship	Democracy and the Rule of Law  This unit explores the function of rules and laws in society. It considers the importance of effective leadership in managing governments fairly. Different types of		Public Institutions  This is an extension of the unit studied in Grade 6 that describes the role of the main public institutions that provide key services. There is an evaluation of voluntary organizations and their importance with a focus on groups present in the Bahamas and internationally. Students identify an	Function and Use of Money  This unit identifies the functions and use of money in society. It explores the different ways we keep, spend and borrow money, and the various ways of budgeting and managing our money. The unit also considers the role of new forms of money such as crypto currency and	Key Issues in the Bahamas  This unit identifies the key social, environmental, economic and political issues in the Bahamas today. Students critically explore sources of information on the key	

A R N I N G		government are identified and the pros and cons of each is discussed.	issue in the community and organise action (youth activism). We will also learn about how citizens can be politically engaged through taking up their right to vote.	the influence and impact this is having on monetary systems.	issues, discuss possible solutions and points of action
	ICT	<p>Online Safety</p> <p>In this unit, students consider the benefits and risks of online sharing and explore how their digital persona can affect their reputation and relationships. This unit helps students navigate timely topics such as cyberbullying, sexting, software piracy and digital footprint.</p>	<p>Bonus Week: Programming 300</p> <p>In this course, students get started with visual block coding, then move on to solving text-based coding problems in JavaScript and Python. Students learn as they progress through interactive tutorials and coding puzzles. In the first three lessons, students solve simple puzzles to learn the basics, build a 2-player game using the Tynker physics engine, and apply their coding knowledge to STEM subject areas. In the final two lessons, they move on to text coding in JavaScript and Python. All student work is automatically tracked and assessed.</p>	Data Analysis using Google Sheets	Linear and Non-Linear presentation using Google Slides
	Personal and Social Wellbeing	<p>Respect</p> <p>This Unit will explore: Respecting Others and Ourselves, The Respect Effect, Respecting Ourselves Online, and Respecting Our Communities and Cultures.</p>			Empathy (Still being developed)
	Level Up	<p><b>Approaches to Learning and Study Skill Techniques</b></p> <p>Fixed intelligence Journaling (intro.) Procrastination SMART goals Feynman Technique Pomodoro Technique Digital distraction (phones) Self-reflection</p>			<p>Unit 2</p> <p>New Year resolutions Journaling (cont'd) Journaling techniques Switching off Effective study habits Teaching what I've learned Study skills Speed reading Subvocalization Memory skills</p>

