



**MIDDLE SCHOOL**

**GRADE 7 AND 8**

**CURRICULUM  
OUTLINE**

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# Language Arts 7

Teacher: Jeff Clayton

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## Units:

### **1. *Stargirl* by Jerry Spinelli**

We will use this novel to introduce the various elements of storytelling: character, plot, setting, and conflict. We will also discuss themes that arise, and relate situations in the book to personal experience. Other skills will include summarizing, plot structure analysis, journal writing, and vocabulary building. We will study Essay structure in our final assignment for this unit.

### **2. *Fiddler on the Roof*: Film Study**

We will spend much of the first semester studying the Norman Jewison film *Fiddler on the Roof*. We'll view the film in chapters, stopping at each section to read the script and study the poetry of the songs. We will also spend time learning the literary and filmic techniques in the film, with a focus on narrative structure.

### **3. Grammar**

We will use the grade seven Language power book to maintain and build our grammar skills throughout the year.

# Science 7

**Teacher: Bryan J. Reigate**

Using the textbook, *SciencePower7*, we will cover the following topics:

## **Ecosystems and Interactions**

- study the interactions of plants, animals, fungi and micro-organisms in an ecosystem
- investigate the interactions in an ecosystem, and identify factors that affect the balance in the ecosystem
- study the effects of human activities, technological innovations and natural change on the sustainability of ecosystems

## **Thermal Energy and Heat Technology**

- identify, through experimentation, the ways in which heat is changes substances, and describe how heat is transferred
- explain how the characteristics and properties of heat can be used, and identify the effect of some of these applications on products, systems and living things in the natural and human-made environments.

## **Pure Substances and Mixtures**

- study the characteristics of mechanical mixtures and solutions and describe these characteristics using the particle theory
- investigate the properties of mechanical mixtures and solutions that make them useful in manufacturing products for specific purposes
- identify human uses of mixtures and solutions in everyday life, and evaluate the environmental impact of some of these uses.

## **The Earth's Crust**

- study the composition of the Earth's Crust, and determine how changes in the Earth's crust result from both internal and external processes
- study the physical features of the Earth's crust
- study the factors that must be considered in determining land use, and explain their importance

## **Structures**

- study the relationship between the effectiveness of structural forms and the forces that act on and within them
- design and make a variety of structures, and investigate the relationship between the design and function of these structures and the forces that act on them
- study the factors that must be considered in the designing and construction of products to meet a specific need

# French 7

## Teacher: Stella Covet

This year, the Grade 7 Core French curriculum will be covered using a series of workbooks called "Intro Express" along with selected materials from other sources.

After a brief review for the month of September, students will be learning various new verb constructions such as "le future proche" (near future) and "l'imperatif" (imperative), adjectives, interrogative constructions, and contractions. Vocabulary will be based around the year's themes, as will spelling patterns and sounds.

Through "Express Intro French" and additional material, Grade 7 French will cover the following themes:

### REVIEW

- Basic Vocabulary Review (greetings, days of the week, months of the year, etc.)
- Regular ER, RE, and IR verb conjugations
- Irregular verb conjugations (être, aller, faire, avoir)
- Negative sentence construction
- Subject Pronoun Review
- Masculin/Feminin/Plural vocabulary identification
- Numbers from 0 to 1000

### GALAXIE VIRTUELLE

- Using a dictionary to understand text
- Possessive adjectives, adverbs, conjunctions
- L'imperatif: regular and irregular verbs in the present tense

### LE RYTHME DE LA VIE

- Speaking about different forms of rhythm in people's lives
- Writing a song in French
- Using l'imperatif
- Using the irregular verbs vouloir and pouvoir
- Comprehending text

### LES BONS ET LES MECHANTS

- Talking about germs and what they do
- Good vs. bad germs
- Using qualifying adjectives in front of a noun
- Using the irregular verb devoir
- Using possessive adjectives

### AU MUSEE DE CIRE

- Talking about wax museums and the people represented
- Using l'imperatif
- Using the verbs vouloir, pouvoir, and devoir
- Using qualifying adjectives before nouns
- Using possessive adjectives
- Writing in French using images

### **DESTINATIONS D'HIVER**

- Talking about fun places to visit and winter activities
- Using irregular adjectives
- Using demonstrative adjectives

### **UN MONDE POUR TOUT LE MONDE**

- Talking about activities done with friends
- Using verbs in the future tense
- Asking questions using inversion
- Using prepositions 'à' and 'de' with a definite article
- Finding words in a text that resemble English words

### **UNE AVENTURE SOUTERRAINE**

- Talking about underground adventures
- Using the irregular verbs partir and sortir
- 'l'accord' of a verb when there are two subjects
- Looking at pictures to understand text

### **TOUT EST POSSIBLE...**

- Buildings and architects
- Numbers 0-1000
- The 'adjectives démonstratifs'
- Irregular adjectives
- Qualifying adjectives before nouns
- Future tense
- The verbs vouloir, pouvoir, and devoir

# Mathematics 7

**Teacher: Bryan J. Reigate**

In the current Grade 7 curriculum, mathematics is divided into five strands: Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Data Management and Probability, and Algebra. WillowWood's Grade 7 Math program is designed to meet all of the Education Ministry's curriculum expectations, and to give students the essential skills that they will need to succeed in Grade 8 Math. The textbook for this course is *MathPower Seven* and *Minds on Math*.

The following table outlines the topics that are studied in this course, and the order in which units will be taught.

<b>Unit</b>	<b>Topics Studied</b>
<b>Two Dimensional Geometry</b>	Constructing triangles with compass and protractor Types of triangles Measuring angles Congruent figures
<b>Fractions and Decimals</b>	The concept of a fraction The concept of a decimal Fractions and decimals Adding fractions Subtracting fractions Multiplying with decimals
<b>Percent and Probability</b>	Concept of percent Visualizing and estimating percents Sales tax Concept of probability making predictions
<b>Data Management</b>	Interpreting and constructing graphs Circle graphs Mean, median, mode Data distribution Sampling and reporting data Assessing reported data
<b>Integers</b>	Concept of integers Ordering integers Adding integers Subtracting integers

<b>Measurement</b>	Perimeter and area Area of a parallelogram Area of a triangle
<b>Algebra</b>	Extending geometric patterns Extending number patterns Equations Equations with variables Finding the value of a variable
<b>Three Dimensional Geometry</b>	Constructing polyhedra Surface area of a rectangular prism Volume of a rectangular prism
<b>Transformations</b>	Translations Reflections Rotations

# Social Studies 7

**Teacher: Bryan J. Reigate**

The Grade 7 Social Studies Curriculum is divided into two strands as determined by the Ontario Curriculum, and we will therefore be using two texts: *Physical Geography*, and *Canada Revisited 7*.

## History

In Grade 7, the study of history focuses on the development of Canada from the seventeenth to the early nineteenth century. We will study the contributions of significant groups and individuals, as well as the early settlements of North America and their impact on the Aboriginal peoples and on French/English relations. We will examine the social, economic and political challenges faced in New France and British North America. As well as the source of change and conflict in the two colonies that resulted in the rebellions of 1837.

The History strand is divided into three units:

- New France
- British North America
- Conflict and Change

**Geography** - this strand is divided into three units

### Themes of Geographic Inquiry

- study the five themes of geography (location/place, environment, region, interaction, movement); and use them to focus their inquiries
- use a variety of geographic tools and representations to gather, process and communicate geographic information

### Patterns in Physical Geography

- study how patterns are useful to the study of geography
- identify and explain patterns in physical geography
- study how physical patterns affect human activity

### Natural Resources

- study how Canada's natural resources have contributed to its economic development
- identify factors that affect the use and value of natural resources
- study how human activity (e.g. construction of a dam) affects people and the environment

## **Study Skills 7 and 8**

**Teacher: Jeff Clayton**

This course will explore personal, social and academic skills.

The academic skills covered in this program include: note-taking skills, essay writing techniques, how to use an agenda effectively, how to organize binders, project and time management skills, general study skills and preparing for the transition to high school.

Personal skills included in the program are: self-advocacy and self-exploration; interpersonal skills such as empathy, expression, group-work and leadership; social awareness regarding issues of bullying, peer pressure, decision-making and adolescent issues that arise throughout the year.

# Science 8

**Teacher: Bryan J. Reigate**

The Middle School Science curriculum is designed to follow the Ontario Ministry of Education's 1998 Curriculum Guidelines precisely. We will use the text *Science Power 8*, which was designed specifically for the Ontario curriculum. Each unit will be taught through a variety of teaching methods including: teacher-led lessons, group discussions, laboratory work and field trips. Each unit will take about 1½ months to complete and students' understanding of concepts will be monitored by using quizzes, tests, assignments, lab reports and exams. The units to be covered and topics to be studied are outlined below:

<b>Units</b>	<b>Topics</b>
<b>Cells, Tissues, Organs and Organ Systems</b>	Cell Theory; structure, unicellular organisms; reproduction, locomotion and feeding; function and differences between plant & animal cells; osmosis & diffusion; photosynthesis
<b>Fluids</b>	Properties of fluids; viscosity & buoyancy; density of fluids; particle theory; hydraulics; use of fluid dynamics in engineering; states of matter – solid, liquid, gas and how the particle theory explains them
<b>Optics</b>	Properties of light and other types of electromagnetic radiation; infrared, ultraviolet rays, x-rays, microwaves and radio waves; properties of reflection and refraction; uses of different sources of light
<b>Mechanical Efficiency</b>	Factors that contribute to the efficient operation of mechanisms and systems; levers & pulleys; transference of forces in liquid; friction; difference between velocity and speed
<b>Water Systems</b>	How the earth's water systems were formed; differences and similarities between water systems; influence on climate and weather; use of resources from water systems; wave formations, tides and ocean currents

# Language Arts 8

## Teacher: Jeff Clayton

The grade 8 Language Arts course this year will consist of 5 Units and will address all areas of the ministry's required curriculum. Special emphasis will be placed on written expression and preparation for high school's heavy writing demands, through regular submitted journals and simple essay writing.

The units are as follows:

1. ***Spirited Away***: A film study of Miyazaki's classic, with a strong focus on the key elements of story: character, conflict, setting, plot and theme, as well as key literary devices – like suspense, foreshadowing, symbolism, motifs. We will study the archetypal Quest story and see how this (and other) stories fit the pattern.
2. ***Holes***: Louis Sachar's *Holes* will serve as our first novel study. Students will answer questions of all types (knowledge, thinking, communication and application of previously learned concepts) for each chapter, as well as practice oral and independent reading skills. A film comparison essay will end the unit.
3. ***Spiral Bound: Top Secret Summer***: Our second novel will be a graphic novel, which we will study as a form existing somewhere between a novel and a film. The form itself will be studied for its graphic elements, as well as the structure and literary elements.
4. **Speeches**: Students will prepare and deliver a speech to their classmates and compete for a place in the school finals. Great attention will be paid to the important elements of public speaking – enunciation and projection, comfort and interaction – as well as to the structure and process of their speech.
5. **Grammar**: We'll use the Language Power workbook to reinforce, consolidate, and build upon our grammar skills. Units of Grammar will be integrated with the above units.

Please note that students wishing to improve or further develop their writing and editing skills/style may also attend a regular after-school writing program with me. Further details will be made available as we finalize schedules.

## Social Studies 8

**Teachers: Kane Burg and Yael Manor**

The Grade 8 Social Studies program is divided into two sections: Human Geography and Canadian History. WillowWood's Grade 8 Social Studies program is designed to meet all of the Education Ministry's curriculum expectations. As well, students will learn the essential writing, research, and study skills that they will need to succeed in Grade 9 Geography and Grade 10 History. The textbook for Grade 8 Geography and History is the 'flip book' Pearson Canadian History and Geography.

The following tables outline the topics that are studied in this course, and the order in which units will be taught.

### Geography

Unit	Topics Studied
<b>Patterns in Human Migration</b>	<ul style="list-style-type: none"><li>• What is Human Geography ?</li><li>• population distribution</li><li>• population density</li><li>• why people live where they do</li><li>• settlement patterns</li><li>• quality of life</li><li>• the Human Development Index</li><li>• land use patterns</li><li>• site and situation</li></ul>
<b>Economic Systems</b>	<ul style="list-style-type: none"><li>• the history of economic activities</li><li>• types of economic activities</li><li>• measuring economic activity</li><li>• economic resources</li><li>• economic systems</li><li>• types of industry</li><li>• Canada's economy</li><li>• globalization</li><li>• trading blocs</li></ul>
<b>Migration</b>	<ul style="list-style-type: none"><li>• reasons for migration</li><li>• barriers to migration</li></ul>

	<ul style="list-style-type: none"> <li>• effects of migration</li> <li>• migrations to Canada</li> <li>• multiculturalism</li> </ul>
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**History**

<b>Unit</b>	<b>Topics Studied</b>
<b>Confederation</b>	<ul style="list-style-type: none"> <li>• Canada before Confederation</li> <li>• individuals and factors that contributed to Confederation</li> <li>• reasons for Confederation</li> <li>• reasons for colonies not joining Confederation in 1867</li> <li>• current issues resulting from Confederation</li> </ul>
<b>Development of Western Canada</b>	<ul style="list-style-type: none"> <li>• important individuals and events in 19<sup>th</sup> century Western Canada</li> <li>• factors affecting the growth and development of Western Canada</li> <li>• the Canadian Pacific Railway</li> <li>• the Northwest Mounted Police</li> <li>• the Red River and Northwest Rebellions</li> <li>• effects of European and Asian migration on the cultural and economic development of Western Canada</li> </ul>
<b>Canada: A Changing Society</b>	<ul style="list-style-type: none"> <li>• important events and individuals in Canada up to 1914</li> <li>• major changes in Canada up to 1914</li> <li>• Prohibition</li> <li>• the Women's Rights Movement</li> <li>• the Indian Act</li> </ul>

## Mathematics 8

**Teachers: Kane Burg, Hilary Rahbar, Yael Manor**

<p style="text-align: center;"><i><b>In the current Grade 8 curriculum, mathematics is divided into five strands: Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Data Management and Probability, and Algebra. WillowWood's Grade 8 Math program is designed to meet all of the Education Ministry's curriculum expectations, and to give students the essential skills which they will need to succeed in Grade 9 Math. The textbook for this course is Math Power</b></i></p>	<p style="text-align: center;"><b>Topics Studied</b></p>
<p style="text-align: center;"><b>Representing Whole Numbers</b></p>	<p>Estimating with large numbers Positive exponents Scientific notation Divisibility rules Expressing numbers as products of powers of primes Order of operations with exponents Square roots</p>
<p style="text-align: center;"><b>Fractions</b></p>	<p>Computing with fractions in decimal form Adding fractions in fraction form Subtracting fractions in fraction form Using patterns to multiply with decimals Multiplying fractions in fraction form Using patterns to divide with decimals Dividing fractions in fraction form</p>

	Applications with fractions Order of operations with fractions
<b>Thinking Proportionally</b>	Working with rates of pay Working with unit prices Working with speed Recognizing proportional and non-proportional situations Solving problems in proportional situations

<b>Percent</b>	Percent and proportion Solving problems using percent Discount Percent increase and decrease Interest and commission Percents greater than 100% and less than 1%
<b>Operations with Integers</b>	Modeling with integers Adding and subtracting integers Multiplying integers Dividing integers Order of operations with integers
<b>Measurement</b>	Estimating the circumference of a circle Estimating the area of a circle Surface area of a triangular prism Volume of a triangular prism Volume in capacity units
<b>Two Dimensional Geometry</b>	The angle measures of a triangle Isosceles and equilateral triangles Angles and parallel lines The Pythagorean Theorem Applying the Pythagorean Theorem
<b>Data Management</b>	Constructing graphs Collecting data Misuses of statistics Measures of central tendency Calculating relative frequency Probability Probability of compound independent events
<b>Algebra</b>	Substituting into formulas The language of algebra Evaluating expressions

## French 8

**Teacher: Stella Covet**

### Course Description

#### Texts

Textbook: *On y Va! 2 (livre)*

Workbook: *On y Va! 2 (cahier)*

Additional materials will be explored in class, including stories, poems, articles, music, movies, and other multimedia.

Students will practice the language in a variety of ways, using a variety of materials. Learning expectations include the following:

- object pronouns *y* and *en*
- pronoun *on*
- *le passé composé*
- comparisons (e.g., *Le fromage est plus cher que le pain. C'est le film le plus populaire*)
- negation (e.g., *Je n'ai pas de...*)
- relationship between adverbs and adjectives (e.g., *naturelle, naturellement, heureux/ heureusement*)
- basic vocabulary (e.g., words associated with careers, transportation, clothing, music, films, travel)
- words from units in other subject areas, phrases and expressions from oral vocabulary, personal word lists, and class lists
- use of resources (e.g., classroom-displayed vocabulary, text, dictionary) to check spelling

Through "On Y Va!" and additional material, Grade 8 French will cover several themes/

## Computer Science 7/8

### Teacher: Bryan J. Reigate

The 2008-09 Ontario Curriculum does not include a separate program for Computer Science. While expectations related to the use of computers are included in other Curriculum Documents (e.g., for Math, Social Studies, and Science), it is expected that students already have proficient computer skills.

The Grade 7/8 Computer Science program at WillowWood is designed for all Grade 7/8 students, regardless of their level of computer prowess prior to entering the program. The program will allow new users to develop key computer skills (e.g., keyboarding), and will challenge more experienced students to expand their repertoire of computer skills.

<b>Units</b>	<b>Topics</b>	<b>Software</b>
<b>Theoretical Foundations</b>	Basic terms: software, hardware, World Wide Web, etc.  History of Computers  How and why are computers used ?  The advantages and disadvantages of the role of computers in our society	<i>Kidspiration</i>  <i>Internet Explorer</i>
<b>Keyboarding</b>	The Home Row  Basic level touch - typing skills	<i>Typing Tutor</i>
<b>Kidspiration</b>	Using Kidspiration as a tool in starting the writing process  Collecting and organizing information  Generating outlines of written work	<i>Kidspiration</i>
<b>Word Processing</b>	Entering text  Formatting text  Saving files in a variety of different	<i>Microsoft Word</i>

	formats	
<b>Spreadsheets</b>	Creating spreadsheets Applications: charts, graphs	<i>Microsoft Excel</i>
<b>The Internet</b>	Creating web pages Using the Internet as a research tool Evaluating the accuracy/ validity of web sites	<i>Internet Explorer</i>
<b>PowerPoint Presentations</b>	Making slide show presentations Adding sounds, graphics, animation to presentations	<i>Microsoft PowerPoint</i>
<b>Programming</b>	Creating interactive programs Basic terms: strings, loops, input, output, variables	<i>QBASIC</i> <i>Visual BASIC</i>
<b>MicroWorlds</b>	Learning basic Computer Animation principles Introduction to the LOGO programming language Robotics: Using LEGO Mindstorms	<i>MicroWorlds</i>
<b>Macromedia Flash MX</b>	Learning advanced computer animation skills Creating presentations and web pages with animation	<i>Macromedia Flash MX</i>
<b>Filemaker Pro</b>	Creating a database Sorting information in a database	<i>Filemaker Pro</i>

Throughout the course students will also work on their keyboarding skills and learn about the Internet. In fact, the Internet is used as a supplemental tool in almost all units and students will learn about Internet research, proper use of the Internet, and e-mail.

## **Drama 7/8**

**Teacher: Hilary Rahbar**

Middle School Drama will cover a variety of areas within the theatre arts. Integrated into the Language Arts programme the Gr. 7 students will learn about the history of theatre. The Gr. 8's will learn about the history of costumes. Both groups will complete an independent research project. Skills gained by studying the dramatic arts include social skills, trusting interaction, public speaking, and creativity. Students are required to try new things, work with others and build by using their own unique creative and imaginative skills. The programme will cover the following units of study:

- Different types of Drama
- Styles of Drama in movies, comedy shorts, dance, stage plays public speaking, pantomime, and advertising.
- Improvisation for building scenes and characters
- Building characters
- Working with scripts, acting scenes, monologues and dialogues.

## **Music 7/8**

**Teacher: Kane Burg**

This year's music class will focus on wind instruments and voice.

Have you ever wondered...

- How do you play or sing a major scale?
- What are all those Italian words on a piece of music?
- How can music have "texture"?
- How do you write a piece of music?
- How is your favourite musical instrument made?
- How does the music industry affect our society?
- What was music like before the '90s?

These questions, and more, will be answered through the playing of musical instruments, the study and thoughtful criticism of both familiar and unfamiliar tunes, and visits by local musicians.

## Health & Physical Education 7/8

**Teachers: Kane Burg**

Through the Middle School Health and Physical Education program students will develop:

- An understanding of the importance of physical fitness, health and well-being and the factors that contribute to them.
- A personal commitment to daily vigorous physical activity and positive health behaviours.
- The basic movement skills they require to participate in physical activities throughout their lives.

The Overall Expectations include:

### **1. Healthy Living**

Eating right, active living, the effects of substance abuse, personal safety and sexuality.

### **2. Fundamental Movement Skills**

Combining a variety of movement skills in combination and in sequence with physical activities and formal games.

### **3. Active Participation**

Participating on a regular basis in physical activities and formal games that maintain or improve physical fitness; following safety procedures for physical activity, equipment and facilities; taking responsibility for one's own safety.

### **Uniform**

Physical Education class has a specific uniform. Students must wear this uniform in order to participate in class. WillowWood's gym uniform is outlined in the Parent & Student Handbook and in each student's agenda. The Indoor gym uniform: T-Shirt, shorts, non-marking "gym" only shoes. The Outdoor gym uniform: Tracks are acceptable

## Visual Art 7/8

**Teacher: Yona Reznick**

Visual Arts will be included in second semester. Middle School students will review the elements of design (colour, value, texture, shape, form, space and line) and learn about the principles of design (emphasis, balance, unity, variety, proportion, movement and rhythm) through a variety of 2- and 3-dimensional projects and activities that include: painting, drawing, printmaking, 3 x Dimensional artwork, and Technology art work. This program will take place in Semester Two.

- They will create works of art using identified media and corresponding techniques
- Organize the elements of art to create images that convey a personal message and provide evidence of observation skills
- Create art works based on a response to a variety of art styles e.g. Realisms, Impressionism and Renaissance
- Use observational and memory skills to record and create recognizable images of the real world
- Explain the importance of art for both individuals and society

Lessons will include aspects of art history, art criticism, and aesthetics and independent study will concentrate on these areas of the curriculum. Students will participate in art lab work, essay writing, reflective journals, presentations and art viewing at galleries.

*Projects may vary depending on class preferences.*

## English as a Second Language 7/8

**Teacher: Yael Manor**

Students will work on the following four skills: reading, writing, listening, and speaking. Through guided conversations, students will engage in meaningful conversational exchanges within carefully structured grammatical frameworks. They are encouraged to break away from the textbook and use these frameworks to create conversations on their own. They will also read from a variety of material and answer reading comprehension questions. Each student will complete two novel studies. As students work to increase their vocabulary they will work on different forms of creative writing.

- The text series used for students focusing on vocabulary building and grammar is English Smart.
- Students above the intermediate level of English are using a variety of short stories, poems, and some work on editing.

## **Reading Mastery 7**

**Teachers: Lynette Ahmed, Munira Juvanji and Bryan Reigate.**

The Reading Mastery pods are on Monday, Wednesday and Friday of each week. All students were tested in September to determine which level of the program they should follow. Grade 7 students participate in reading pods, while Grade 8 students participate in an integrated L.A. program – as this resembles High School program delivery more closely. Some students require more intensive programming and qualify for Direct Instruction. Enrichment is provided for qualifying students.

The Reading Mastery program is designed to help students develop active reading skills, improve comprehension and increase vocabulary. Each lesson requires students to read and respond to a short (3-4 pages) story. Lessons proceed as follows:

### **Introductory activities**

- preview of difficult words and new vocabulary in the story
- introductory exercises

### **Reading**

- while reading the story, directed questions are asked regarding basic story facts and inferences, character traits, vocabulary, etc.

### **Follow-up activities**

- students answer questions in a workbook about story details, sequencing, related facts, vocabulary, character traits, comprehension, mapping, etc
- students complete follow-up writing exercises designed to expand upon ideas raised by the story
- Seminar circles for oral reinforcement of comprehension skills

## **Spelling Mastery 7**

**Teacher: Munira Juvanji, Lynette Ahmed and Bryan J. Reigate**

The Spelling Mastery pods are on Tuesday and Thursday of each week. All students were (re)tested in September to determine which level of the program they should follow. Students attend the appropriate pods.

The Spelling Mastery program is designed to help students improve their spelling of everyday words and to predict how to spell unfamiliar words. Each lesson is teacher-directed with students working in an accompanying workbook.

The program provides students with 3 main strategies to improve their spelling:

### **Phonemic**

- the phonemic approach teaches students predictable spellings for different sounds.
- helps students to generalize the spelling of many words and word parts that follow the regular phonemic/graphemic patterns

### **Whole-Word**

- the whole-word approach teaches common, irregularly spelled words that cannot be spelled by applying generalizations
- helps students to memorize frequently used words with non-intuitive spellings

### **Morphemic**

- the morphemic approach teaches students to spell meaningful units (bases and affixes) of words and to combine them to form multisyllabic words
- helps students to learn the rules for combining a relatively small number of morphographs to spell thousands of words.

## **ADDITIONAL SUPPORT PROGRAMS**

**The Corrective Reading-Comprehension Program** is one of the Direct Instruction Programs offered at WillowWood. This program is a highly structured program that is designed for students who are operating at a reading level, which is at least one or two years behind grade level. It focuses on:

- Developing informative and reasoning skills
- Vocabulary expansion
- Mastering important forms of grammar, usage and mechanics necessary for effective communication
- Organization of information
- Developing written expression

**The Reasoning and Writing Program** is another Direct Instruction Program that is part of our support programming. It focuses on:

- Providing an awareness of logical connections and narrative structures
- Introducing the writing process – drafting, revising and editing
- Mastering important forms of grammar, usage and mechanics necessary for effective communication
- Assisting in reading comprehension
- Expanding elements of writing style
- Expanding vocabulary and sentence structure
- Recognizing inconsistencies in writing

**Lexia** is a visually-based computer program that focuses on the development of phonemic skills. It is a highly structured program, and it is based on cumulative skill development. The program offers a variety of reading activities that foster an understanding of basic decoding skills such as: blends, syllables, and word patterns. Lexia is designed for students who are reading at least one or two years below expected grade level.

**Remediation Plus Remediation Plus** is a multisensory, systematic phonics program that has been designed to help students who are experiencing difficulty learning to spell and read accurately, or who have dyslexia and/or language learning disabilities. The program is divided into detailed, comprehensive lessons that focus on specific phonic sounds. Students are taught phonological awareness, phoneme-grapheme correspondence, syllable instruction and morphology through systematic and cumulative instruction.

### **Assistive Technology Instruction**

WillowWood has introduced a new Software Strategies Program. It is available to students at all grade levels. It introduces students to two specific word prediction and speech recognition programs: Word-Q and Speak-Q. Students are instructed in the use of these programs and learn to become more proficient in transferring their ideas into writing; Word-Q and Speak-Q are both compatible with Inspiration and Kidspiration, which are programs currently in use at WillowWood. They serve to assist students in planning and organizing their thoughts and writing. ReadPlease, another of the programs offered in the Assistive Technology Program, serves to help students who experience difficulty in decoding complicated texts by reading any text aloud. It empowers students become more independent workers and writers.