

Mrs. Willich's 7th Grade Class

CLASSROOM NEWS

Contact Info

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School Website: <https://notredameschool.ca>

School Facebook: Notre Dame School - Dawson Creek

FALL 2026

WELCOME

Dear Families,
Welcome to Grade 7! I'm so excited to learn, experience and grow together this year. Here is a snapshot of important information to help our year go smoothly.

- Mrs. Willich

ALLERGY AWARENESS

At Notre Dame, we are committed to providing a safe and supportive environment for all students, including those with food allergies.

Grade 7 students have allergies to **shellfish** and **all types of nuts**. To help us maintain a safe environment, we kindly ask families to consider peanut- and nut-free alternatives when packing individual lunches and snacks.

Some best practices we do in the school setting to be allergen-aware are:

- Students wash their hands before eating.
- Allergy Alert Signs are at all classroom door entrances.
- Students are not to share food, utensils, or containers.
- Students will only eat the food that they have brought from home.
- Desks are washed twice throughout the day.

Psalm 32:8

"I will guide you along the best pathway for your life.

I will advise you and watch over you."

CLASSROOM NORMS

As a class, we work together to create classroom values and beliefs that we post as norms to follow.

1. Maintain a positive class environment.
2. Show respect and understanding to one another.
3. Keep a quiet work environment.
4. Receive clear directions on work and extra help when needed.
5. Be able to have independent and collaborative work time. (individual, partner & group work)
6. Have choices in the classroom (seating options, music, lights)

GRADE 7 FSA's (Foundational Skills Assessment)

This fall, Grade 7 students across British Columbia will participate in the Foundational Skills

Assessment (FSA). The FSA is a provincial assessment of reading, writing, and numeracy skills based on the BC curriculum. It helps provide a snapshot of how students are developing foundational skills that support lifelong learning.

The assessment is not marked for report cards and does not affect your child's grades. It is one of many tools used to support student learning and to help schools and the Ministry of Education understand broader learning trends.

I will guide students through the FSA in a calm, supportive way and do my best to keep it from disrupting our regular classroom routine, as it can be time-consuming.

If you have any questions or concerns about the FSA, please don't hesitate to reach out

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CLASSROOM EXPECTATIONS

I love to have fun in the classroom, but I also set clear, firm boundaries that help create a positive learning environment.

Grade 7 expectations:

- Students arrive on time and ready to learn each day.
- Every day is a fresh start! I want students to know that each new day brings new adventures and possibilities when they come through the door.
- To respect and treat the classroom space with kindness, just like they would treat each other.

If negative behaviours occur, the following policy is in place:

1. Reminder & redirection
2. Speak privately and redirect
3. Phone call home
4. Office referral

REMINDERS

- I ask that the students read 20 minutes each night and practice their multiplication facts.
- Homework will be sent home on occasion if class time is not used effectively. Students are typically given enough class time to finish their work.
- Please be sure to check and sign your child's agenda nightly, and check SpacesEDU to monitor your child's progress.
- Be sure to send a reusable water bottle with your child.

IMPORTANT DATES

September 18 - Terry Fox Walk

September 28 - FSA's Begin

September 28 - Grades 5-7 Picture Day

September 29 - Grade 7 Prayer & Orange Shirt Day

September 30 - National Day for Truth and Reconciliation (No School)

October 1 - Autism Awareness Day

October 1 - Hat and Jeans Day (Bring \$2 for our Foster Children)

October 7 - 100 Million Children Praying

October 12 - Thanksgiving (No School)

October 15 - Spirit Day (Favourite Colour)

October 23 - Non-Instructional Day

October 26 - Photo Retakes

October 30 - Character Day

November 5 - Hat and Jeans Day (Bring \$2 for our Foster Children)

November 6 - FSA Assessment Completed

November 11 - Remembrance Day (No School)

November 13 - Grade 7 Mass

November 18 & 19 - Student-Led Conferences (Early Dismissal)

November 30 - Non-Instructional Day

December 3 - Hat and Jeans Day (Bring \$2 for our Foster Children)

December 4 - End of First Term

December 17 - Christmas Concert

December 18 - Pajama Day

Winter Break - December 19 - January 3

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Home & School Connection

Agendas: Students fill in their agendas daily at school. Please be sure to check and sign their agendas daily for messages and correspondence.

SpacesEdu: Please log in to the SpacesEdu app to see your child's progress. Students will upload schoolwork so you can see what they are working on in class.

Open Parachute: Notre Dame School continues to use the Open Parachute program for Social and Emotional Learning and Mental Health Awareness. Please use this link to log in to the Parent Portal.

https://learn.openparachuteschools.com/parent/login?id=CA_yZlK868O

ABSENCES AND MISSED WORK

If your child is absent from school, please email or call the office.

If your child is out for more than a day, please get in touch with me to arrange homework.

When they return, students will have a file folder on their desks containing missed work. They may make arrangements with me to stay after school to complete the missed work. This work may be caught up in class and as homework (provided it is not an assessment).

WHAT WE'RE LEARNING

Math: Number concepts, multiplication and division, operations with decimals, and computational fluency.

Reading: Questioning, making connections, and developing comprehension skills.

Writing: Narrative writing, descriptive writing

Speaking and Listening: Communication skills, presenting, and oral storytelling

Science: Earth's geological history, evolution, natural selection, and the survival of species

Social Studies: Origins and development of early human societies and civilizations

ADST: Digital literacy, responsible technology use, and digital citizenship

Career Education: Personal development, goal setting, leadership and problem solving

Arts: Symbolism and visual arts

Christian Education: Revelation, Trinity, and Jesus Christ

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LEARNING INTENTIONS

Numeracy:

I can estimate and compute addition, subtraction, multiplication, and division of numbers with decimals.

I can apply the order of operations to multi-step problems.

Reading:

I can use my knowledge of generalizations to help me understand texts.

I can find connections to what I read.

Writing:

I can write to explain my connections and thinking.

I can organize and develop my ideas for powerful, effective delivery.

Speaking and Listening:

I can communicate clearly and confidently in a variety of situations.

I can listen actively to others, ask relevant questions, and respond thoughtfully to contribute to group discussions.

Science:

I understand how climate change can create challenges for some organisms and opportunities for success for others.

I can describe evolutionary processes.

I can explain ways the Earth's climate has changed over time with concrete examples related to organisms.

ADST:

I can recognize safe internet practices.

I can demonstrate responsibility for my digital self-image, citizenship, relationships and communication.

I can use techniques to identify legitimate criteria.

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LEARNING INTENTIONS

Social Studies:

- I can identify necessities for human life.
- I can identify regions of early human civilizations globally.
- I can identify changes in early human behaviour and technology, and the reasons for geographic movement.
- I can describe factors that lead to successful beginnings of civilizations and factors that inhibit population density and the emergence of civilization.

Careers:

- I can recognize different leadership styles and explain how they can be effective in different situations.
- I can identify aspects of a growth mindset.
- I can identify how to be respectful and inclusive in a workplace through practice with my peers.
- I can identify aspects of a good leader.

Art Education:

- I can create art that expresses personal meaning, ideas, and experiences.
- I can create art for a specific purpose or audience.
- I can apply skills, techniques, and processes to develop and refine my artwork.
- I can explore and explain the purpose, meaning, and significance of visual art.

Christian Education:

- I can identify how we live in God's image.
- I can understand what it means to live as a fully initiated member of the Catholic Church
- I can identify how the Holy Spirit strengthens us in our Christian Life.