GRADE 7 - LANGUAGE

Student's Name:_____

Teacher:_____

School Year:_____

Term:_____

Teacher
Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
GRADE 7 | ORAL COMMUNICATION				
OVERALL EXPECTATIONS				
By the end of Grade 7, students will:				
1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;				
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;				
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.				
SPECIFIC EXPECTATIONS				
1. Listening to Understand				
By the end of Grade 7, students will:				
Purpose				
1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate for specific listening tasks (e.g., to analyse the arguments on both sides of a class debate; to create a character sketch based on a sound clip from a film or an audiotape of an interview; to synthesize ideas in a literature circle)				
Active Listening Strategies				
1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups (e.g., take turns without interrupting or overlapping during a class debate or panel discussion; ask questions to make connections to the ideas of others; use vocal prompts in dialogue to express empathy, interest, and personal regard: After an experience like that, I can imagine how you felt.)				
Comprehension Strategies				
1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts (e.g., use background knowledge about the structure of oral texts such as debates, interviews, speeches, monologues, lectures, and plays to make predictions and identify important ideas while listening; ask questions for clarification or further information; visualize scenes suggested by evocative or descriptive language in a text; use note-taking strategies to keep track of or summarize important points made by a speaker)				
Demonstrating Understanding				
1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways (e.g., briefly outline the main ideas in a text; accurately carry out a procedure or follow instructions; use a graphic form of expression, such as drawing or tableaux, to depict the important ideas in an oral text)				
Making Inferences/Interpreting Texts				
1.5 develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation				
Extending Understanding				
1.6 extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (e.g., activate prior knowledge in order to assess the credibility of a speaker's assertions; assess the validity of other speakers' ideas in relation to their own and modify their own ideas if appropriate; compare the information or ideas in an oral text to those in another text on the same topic)				
Analysing Texts				
1.7 analyse oral texts in order to evaluate how effectively they communicate ideas, opinions, themes, or experiences, and suggest possible improvements (e.g., listen to two sides of an argument in a debate, make a judgement, and develop a personal position on the topic)				
Point of View				
1.8 explain the connection between a speaker's tone and the point of view or perspective presented in oral texts (e.g., the reason why a speaker might employ humour to present a serious theme)				
Presentation Strategies				
1.9 identify a wide variety of presentation strategies used in oral texts and evaluate their effectiveness (e.g., the use of humour, body language, visual aids, vocal effects)				
2. Speaking to Communicate				
By the end of Grade 7, students will:				
Purpose				
2.1 identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies (e.g., to present conclusions about a research project through dramatization, a role play, or a monologue; to interest classmates in a social issue through a debate; to solve problems or investigate issues and ideas through a group brainstorming session)				
Interactive Strategies				

2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience (e.g., ask questions and paraphrase to confirm understanding; request repetition or an explanation from other group members when meaning is unclear; use language and forms of address that are appropriate to the formality or informality of the situation)			

Clarity and Coherence

2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience (e.g., use a formal structure of opening statement, enumeration of points, and summary/conclusion, and a straightforward, impersonal style, to present a position statement on an issue)			

Appropriate Language

2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience (e.g., use the technical vocabulary of the subject area during a scientific investigation in a group setting; incorporate literary language and structures into personal anecdotes or imaginative narratives; use emotive language in a persuasive appeal to a large group)			

Vocal Skills and Strategies

2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning (e.g., use pauses and changes of pace to highlight the introduction of each new point in a speech to the student body)			

Non-Verbal Cues

2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (e.g., lean into a group to make a point; make eye contact with the person to whom the response/question is directed)			

Visual Aids

2.7 use a variety of appropriate visual aids (e.g., charts, videos, props, multimedia) to support and enhance oral presentations (e.g., use a short video clip to support a formal presentation)			

3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 7, students will:

Metacognition

3.1 identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills			

Interconnected Skills

3.2 identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills			

GRADE 7 | READING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;			
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;			
3. use knowledge of words and cueing systems to read fluently;			
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.			

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of Grade 7, students will:

Variety of Texts

1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (e.g., short stories, poetry, novels, mysteries, historical fiction, autobiographies, scripts, lyrics), graphic texts (e.g., graphs and graphic organizers, charts and tables, diagrams, surveys, maps), and informational texts (e.g., print and online encyclopedias, manuals, and magazine and newspaper articles; magazines in their first languages, where appropriate; electronic texts, textbooks, and non-fiction materials; a variety of dictionaries, thesauri, and websites)			

Purpose

1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., an electronic database listing magazines, newspapers, and journals to verify information; a national, local, or community newspaper for coverage of a specific/current issue; scripts and lyrics for enjoyment, recreation, and interest; an online or print encyclopedia article for background information)			

Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts (e.g., activate prior knowledge on a topic through dialogue and discussion; use visualization and comparisons with images from other media to clarify details of characters, scenes, or concepts; ask questions to monitor understanding; summarize sections of text during reading; synthesize ideas to broaden understanding)			

Demonstrating Understanding

1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea (e.g., key information in manuals, surveys, graphs, online and print encyclopedias, websites, tables and charts; theme and related ideas in magazine articles, dramatic monologues, television programs)			

Making Inferences/Interpreting Texts

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations			

Extending Understanding

1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them (e.g., by comparing their own perspective to those of the characters in a historical novel)			

Analysing Texts

1.7 analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader's reaction (e.g., narrative: having ordinary characters caught up in an exciting plot makes the story seem more real; debate: the formal, balanced structure encourages the reader to pay equal attention to both sides of the argument)

Responding to and Evaluating Texts

1.8 evaluate the effectiveness of both simple and complex texts based on evidence from the texts

Point of View

1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives (e.g., determine whether an author's choice of voices to include seems justified and suggest how the meaning would change if different voices were chosen)

2. Understanding Form and Style

By the end of Grade 7, students will:

Text Forms

2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a novel (e.g., the realistic portrayal of imagined characters and actions helps the reader become involved in the story), graphic texts such as a photo essay (e.g., the pictures and captions together communicate much more than they could separately), and informational texts such as a manual (e.g., the use of headings, numbered steps, and illustrations makes the procedures easy to follow)

Text Patterns

2.2 analyse increasingly complex texts to identify organizational patterns used in them and explain how the patterns help communicate meaning (e.g., a question-and-answer format in a report or article; groups and subgroups in a table or web)

Text Features

2.3 identify a variety of text features and explain how they help communicate meaning (e.g., a task bar, hyperlinks, margin notes, "Works Cited" or "References"lists)

Elements of Style

2.4 identify various elements of style - including foreshadowing, metaphor, and symbolism - and explain how they help communicate meaning and enhance the effectiveness of texts (e.g., a metaphor creates vivid, striking pictures in the reader's mind by suggesting an unexpected analogy between one type of object or idea and a different object or idea: a budding poet)

3. Reading With Fluency

By the end of Grade 7, students will:

Reading Familiar Words

3.1 automatically read and understand most words in a wide range of reading contexts (e.g., words from grade-level texts; terminology used in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts, electronic texts, and resource materials in the curriculum subject areas)

Reading Unfamiliar Words

3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

?semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); s

?syntactic (language structure) cues (e.g., word order, language patterns, punctuation); i

?graphophonic (phonological and graphic) cues (e.g., familiar words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words)s

Reading Fluently

3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (e.g., read in role with suitable emphasis and phrasing to dramatize a text for an audience)

4. Reflecting on Reading Skills and Strategies

By the end of Grade 7, students will:

Metacognition

4.1 identify a range of strategies they found helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader's notebook, how they can use these and other strategies to improve as readers

Interconnected Skills

4.2 explain, in conversation with the teacher and/or peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

GRADE 7 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing

Content

By the end of Grade 7, students will:

Purpose and Audience

1.1 identify the topic, purpose, and audience for more complex writing forms (e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods; an autobiography for a youth magazine, web page, blog, or zine)

Developing Ideas

1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose

Research

1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources (e.g., use a timeline to organize research tasks; interview people with knowledge of the topic; identify and use appropriate graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve)

Classifying Ideas

1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data (e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a "Plus/Minus/Interesting" chart)

Organizing Ideas

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies (e.g., making jot notes; grouping according to key words; making charts; drawing webs) and organizational patterns (e.g., combined/multiple orders such as comparison and cause and effect)

Review

1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary (e.g., check for errors or omissions in information using a T-chart)

2. Using Knowledge of Form and Style in Writing

By the end of Grade 7, students will:

Form

2.1 write complex texts of different lengths using a wide range of forms (e.g., a description of the procedure for growing rice or coffee; an explanation of multiple ways to solve a mathematical problem or investigation; an argument stating the opposing points of view on a community issue, including the response of each side to the points made by the other side, for a class/school debate, or to report on the debate in a newsletter; a fictional narrative about a historical event to dramatize material studied; a mystery story modelled on the structures and conventions of the genre)

Voice

2.2 establish a distinctive voice in their writing appropriate to the subject and audience (e.g., use language that communicates their "stance"or point of view on an issue and identify the words and/or phrases that help them achieve this goal)

Word Choice

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing (e.g., a wide variety of adjectives and adverbs; similes, metaphors, and other rhetorical devices such as exaggeration or personification)

Sentence Fluency

2.4 vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases (e.g., however, for example, therefore, as a result) to help combine short, simple sentences into longer, more complex sentences

Point of View

2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate

Preparing for Revision

2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on voice, diction, and an effective beginning and ending

Revision

2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., use margin notes or sticky notes while rereading to record ideas for additions or changes; add or substitute words and phrases, including vocabulary from other subjects; use rhetorical devices such as understatement to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; use patterns such as repetition of key phrases for emphasis and to engage the attention of the audience)

Producing Drafts

2.8 produce revised draft pieces of writing

to meet identified criteria based on the

expectations (e.g., adequate development

of information and ideas, logical organization, appropriate use of form and style,

appropriate use of conventions)

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 7, students will:

Spelling Familiar Words

3.1 spell familiar words correctly (e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent- reading texts; words used regularly in instruction across the curriculum)

Spelling Unfamiliar Words

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling (e.g., write words syllable by syllable; sort words by visual patterns; highlight tricky letters or groups of letters; cluster root words and related forms: beauty, beautiful, beautician; apply knowledge of vowel and consonant patterns and rules for forming possessives, contractions, and plurals)				

Vocabulary

3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (e.g., locate syllables, stress patterns, inflected forms, multiple meanings, and information about word origins in online and print dictionaries, including thematic dictionaries such as a medical dictionary, bilingual dictionary, or dictionary of idioms; use a thesaurus to explore alternative word choices)				

Punctuation

3.4 use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subject areas, with a focus on the use of: periods after initials, in abbreviations, and in decimal numbers; parentheses; punctuation to indicate intonation, pauses, or gestures				

Grammar

3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns (e.g., who, whose, which, that); prepositions, including prepositional phrases; adjectives; conjunctions; adverbs; present, past, and future verb tenses; present and past participles (e.g., I am reading, I have read)				

Proofreading

3.6 proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task)				

Publishing
3.7 use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (e.g., use legible printing and cursive writing; supply a time-line; supply captions and text boxes to accompany the photographs in a photo essay; use a bulleted or point-form layout in a summary of key points for a debate)				

Producing Finished Works

3.8 produce pieces of published work to meet identified criteria based on the expectations (e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation)				

4. Reflecting on Writing Skills and Strategies
By the end of Grade 7, students will:

Metacognition

4.1 identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers (e.g., use a three-column reflection journal to monitor the writing process: What I did/What I learned/How I can use it)				

Interconnected Skills
4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers				

Portfolio
4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices				

GRADE 7 | MEDIA LITERACY

OVERALL EXPECTATIONS
By the end of Grade 7, students will:

1. demonstrate an understanding of a variety of media texts;				
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;				
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;				
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.				

SPECIFIC EXPECTATIONS
1. Understanding Media Texts
By the end of Grade 7, students will:

Purpose and Audience
1.1 explain how various media texts address their intended purpose and audience (e.g., this sports team uniform uses school colours and an image of the school's mascot to give the team a "brand" or "identity"to encourage fan loyalty; this music group's web page uses electronic graphics and intense colours to reflect the group's style and to encourage fans to buy its new CD)				

Making Inferences/Interpreting Messages

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations (e.g., identify the editorial positions of two different newspapers by comparing the selection of stories and the composition of elements [photos, images, text] on their front pages; identify the themes in a contemporary action movie or comedy and explain how these themes contribute to the popularity of the film; explain how standards of beauty are established in advertising)				

Responding to and Evaluating Texts
1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (e.g., explain why the editorial/photo essay in this e-zine did or did not convince you of its position; debate whether violence in televised professional sporting events adds to or detracts from their appeal)				

Audience Responses

1.4 explain why different audiences (e.g., with respect to gender, age, nationality, ability/disability income level) might have different responses to a variety of media texts (e.g., messages in chat rooms, television broadcasts of international news stories, music, documentaries, clothing)				

Point of View

1.5 demonstrate understanding that different media texts reflect different points of view (e.g., compare pictures of the same character and/or event in media texts aimed at different audiences and identify the different perspectives represented)			

Production Perspectives

1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (e.g., films may be classified as "artistic", "commercial", "documentary", and so on, reflecting the different perspectives and approaches they take; one magazine contains a majority of pieces offering a political perspective, whereas another features various pieces written from different perspectives)			

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 7, students will:

Form

2.1 explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning			

Conventions and Techniques

2.2 identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience (e.g., fashion magazine conventions: fashion and cosmetics advertisements are more prominent than editorial content; fashion magazine techniques: "themed" presentation of clothing in photo spreads, dramatic modelling poses to display novel features of the clothing)			

3. Creating Media Texts

By the end of Grade 7, students will:

Purpose and Audience

3.1 explain why they have chosen the topic for a media text they plan to create (e.g., a class newspaper or pamphlet to inform parents about the achievements and activities of students in the class), and identify challenges they may face in engaging and/or influencing their audience			

Form

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a website or multimedia presentation about a unit of study to present research findings to the class), and explain why it is an appropriate choice			

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (e.g., movie poster conventions: title, images of the actors "in role", positive quotations from reviewers; movie poster techniques: distinctive lettering, arresting or unusual layout or treatment of images)			

Producing Media Texts

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g.,			
?a class newspaper for parents t			
?a class magazine for students in a lower grade h			
?a multimedia report on a unit of study for geography			
?a website about the school for new studentsg			
?a movie poster			
?an advertisement for a new product s			
?a theatre review with commentary on the use of conventions and techniques for a class/school newspaper s			
?a scene for a film based on a prose narrative			
?two media texts on the same subject using different media forms) c			

4. Reflecting on Media Literacy

Skills and Strategies

By the end of Grade 7, students will:

Metacognition

4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers			

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts			

GRADE 7 - MATHEMATICS

Student's Name:_____

Teacher:_____

School Year:_____

Term:_____

Teacher Tracking:

Grade 7: Number Sense and Numeration	Needs Improvement	Satisfactory	Good	Excellent
Specific Expectations				
Quantity Relationships				
By the end of Grade 7, students will:				
– represent, compare, and order decimals to hundredths and fractions, using a variety of tools (e.g., number lines, Cuisenaire rods, base ten materials, calculators);				
– generate multiples and factors, using a variety of tools and strategies (e.g., identify multiples on a hundreds chart; create rectangles on a geoboard) (Sample problem: List all the rectangles that have an area of 36 cm2 and have whole-number dimensions.);				
– identify and compare integers found in real-life contexts (e.g., –10°C is much colder than +5°C);				
– represent and order integers, using a variety of tools (e.g., two-colour counters, virtual manipulatives, number lines);				
– select and justify the most appropriate representation of a quantity (i.e., fraction, decimal, percent) for a given context (e.g., "I would use a decimal for recording the length or mass of an object, and a fraction for part of an hour.");				
– represent perfect squares and square roots, using a variety of tools (e.g., geoboards, connecting cubes, grid paper);				
– explain the relationship between exponential notation and the measurement of area and volume (Sample problem: Explain why area is expressed in square units [units2] and volume is expressed in cubic units [units3].).				
Operational Sense				
By the end of Grade 7, students will:				
– divide whole numbers by simple fractions and by decimal numbers to hundredths,using concrete materials (e.g., divide 3 by ½ using fraction strips; divide 4 by 0.8 using base ten materials and estimation);				
– use a variety of mental strategies to solve problems involving the addition and subtraction of fractions and decimals (e.g., use the commutative property: 3 x 2/5 x 1/3 = 3 x 1/3 x 2/5, which gives 1 x 2/5 = 2/5 ; use the distributive roperty: 16.8 ÷ 0.2 can be thought of as (16 + 0.8) ÷ 0.2 = 16 ÷ 0.2 + 0.8 ÷ 0.2, which gives 80 + 4 = 84);				
– solve problems involving the multiplication and division of decimal numbers to thousandths by one-digit whole numbers, using a variety of tools (e.g., concrete materials, drawings, calculators) and strategies (e.g., estimation, algorithms);				
– solve multi-step problems arising from real-life contexts and involving whole numbers and decimals, using a variety of tools (e.g., concrete materials, drawings, calculators) and strategies (e.g., estimation, algorithms);				
– use estimation when solving problems involving operations with whole numbers,decimals, and percents, to help judge the reasonableness of a solution (Sample problem: A book costs $18.49. The salesperson tells you that the total price, including taxes, is $22.37. How can you tell if the total price is reasonable without using a calculator?);				
– evaluate expressions that involve whole numbers and decimals, including expressions that contain brackets, using order of operations;				
– add and subtract fractions with simple like and unlike denominators, using a variety of tools (e.g., fraction circles, Cuisenaire rods, drawings, calculators) and algorithms;				
– demonstrate, using concrete materials, the relationship between the repeated addition of fractions and the multiplication of that fraction by a whole number (e.g., 1/2 + 1/2 + 1/2 = 3 x 1/2);				
– add and subtract integers, using a variety of tools (e.g., two-colour counters, virtual manipulatives, number lines).				
Proportional Relationships				
By the end of Grade 7, students will:				
– determine, through investigation, the relationships among fractions, decimals, percents, and ratios;				

– solve problems that involve determining whole number percents, using a variety of tools (e.g., base ten materials, paper and pencil, calculators) (Sample problem: If there are 5 blue marbles in a bag of 20 marbles, what percent of the marbles are not blue?);				
– demonstrate an understanding of rate as a comparison, or ratio, of two measurements with different units (e.g., speed is a rate that compares distance to time and that can be expressed as kilometres per hour);				
– solve problems involving the calculation of unit rates (Sample problem:You go shopping and notice that 25 kg of Ryan's Famous Potatoes cost $12.95, and 10 kg of Gillian's Potatoes cost $5.78. Which is the better deal? Justify your answer.).				

Grade 7: Measurement

Overall Expectations

– report on research into real-life applications of area measurements; – determine the relationships among units and measurable attributes, including the area of a trapezoid and the volume of a right prism.				

Specific Expectations

Attributes, Units, and Measurement Sense

By the end of Grade 7, students will:

– demonstrate an understanding of the use of non-standard units of the same size (e.g., straws, index cards) for measuring				

Measurement Relationships

By the end of Grade 7, students will:

– sketch different polygonal prisms that share the same volume				
– estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units				

millimetres and centimetres, grams and kilograms, millilitres and litres) (Sample problem: At Andrew's Deli, cheese is on sale for $11.50 for one kilogram. How much would it cost to purchase 150 g of cheese?);

– solve problems that require conversion between metric units of area (i.e., square centimetres, square metres) – determine, through investigation using a variety of tools (e.g., concrete materials, dynamic geometry software) and strategies, the relationship for calculating the area of a trapezoid, and generalize to develop the formula [i.e., Area = (sum of lengths of parallel sides x height) ÷ 2]				
– solve problems involving the estimation and calculation of the area of a trapezoid; – estimate and calculate the area of composite two-dimensional shapes by decomposing into shapes with known area relationships (e.g., rectangle, parallelogram, triangle) (Sample problem: Decompose a pentagon into shapes with known area relationships to find the area of the pentagon.);				
– determine, through investigation using a variety of tools and strategies e.g., decomposing right prisms; stacking congruent layers of concrete materials to form a right prism), the relationship between the height, the area of the base, and the volume of right prisms with simple polygonal bases (e.g., parallelograms, trapezoids), and generalize to develop the formula (i.e., Volume = area of base x height)				
– determine, through investigation using a variety of tools (e.g., nets, concrete materials, dynamic geometry software, Polydrons), the surface area of right prisms;				
– solve problems that involve the surface area and volume of right prisms and that require conversion between metric measures of capacity and volume (i.e., millilitres and cubic centimetres)				

Grade 7: Geometry and Spatial Sense

Overall Expectations

By the end of Grade 7, students will:

– construct related lines, and classify triangles, quadrilaterals, and prisms;				
– describe location in the four quadrants of a coordinate system, dilatate two-dimensional shapes, and apply transformations to create and analyse designs.				

Specific Expectations

Geometric Properties

By the end of Grade 7, students will:

– construct related lines (i.e., parallel; perpendicular; intersecting at 30º, 45º, and 60º), using angle properties and a variety				
of tools (e.g., compass and straight edge, protractor, dynamic geometry software) and strategies (e.g., paper folding); – sort and classify triangles and quadrilaterals by geometric properties related to symmetry, angles, and sides, through investigation using a variety of tools (e.g., geoboard, dynamic geometry software) and strategies (e.g., using charts, using Venn diagrams)				

– construct angle bisectors and perpendicular bisectors, using a variety of tools (e.g., Mira, dynamic geometry software, compass) and strategies (e.g., paper folding), and represent equal angles and equal lengths using mathematical notation;			
– investigate, using concrete materials, the angles between the faces of a prism, and identify right prisms			

Geometric Relationships

By the end of Grade 7, students will:

– identify, through investigation, the minimum side and angle information (i.e., side-side-side; side-angle-side; angle-side angle) needed to describe a unique triangle (e.g.,"I can draw many triangles if I'm only told the length of one side, but there's only one triangle I can draw if you tell me the lengths of all three sides.");			
– determine, through investigation using a variety of tools (e.g., dynamic geometry software, concrete materials, geoboard), relationships among area, perimeter, corresponding side lengths, and corresponding angles of congruent shapes			
– demonstrate an understanding that enlarging or reducing two-dimensional shapes creates similar shapes;			
– distinguish between and compare similar shapes and congruent shapes, using a variety of tools (e.g., pattern blocks, grid paper, dynamic geometry software) and strategies (e.g., by showing that dilatations create similar shapes and that translations, rotations, and reflections generate congruent shapes)			

Location and Movement

By the end of Grade 7, students will:

– plot points using all four quadrants of the Cartesian coordinate plane;			
– identify, perform, and describe dilatations (i.e., enlargements and reductions), through investigation using a variety of tools (e.g., dynamic geometry software, geoboard, pattern blocks, grid paper);			
– create and analyse designs involving translations, reflections, dilatations, and/or simple rotations of two-dimensional shapes, using a variety of tools (e.g., concrete materials, Mira, drawings, dynamic geometry software) and strategies (e.g., paper folding) (Sample problem: Identify transformations that may be observed in architecture or in artwork [e.g., in the art of M.C. Escher].);			

Grade 7: Patterning and Algebra

Overall Expectations

By the end of Grade 7, students will:

– represent linear growing patterns (where the terms are whole numbers) using concrete materials, graphs, and algebraic expressions;			
– model real-life linear relationships graphically and algebraically, and solve simple algebraic equations using a variety of strategies, including inspection and guess and check.			

Specific Expectations

Patterns and Relationships

By the end of Grade 7, students will:

– represent linear growing patterns, using a variety of tools (e.g., concrete materials, paper and pencil, calculators, spreadsheets) and strategies (e.g., make a table of values using the term number and the term; plot the coordinates on a graph; write a pattern rule using words);			
– make predictions about linear growing patterns, through investigation with concrete materials			
– develop and represent the general term of a linear growing pattern, using algebraic expressions involving one operation (e.g., the general term for the sequence 4, 5, 6, 7, … can be written algebraically as $n + 3$, where n represents the term number; the general term for the sequence 5, 10, 15, 20, … can be written algebraically as $5n$, where n represents the term number);			
– compare pattern rules that generate a pattern by adding or subtracting a constant, or multiplying or dividing by a constant, to get the next term (e.g., for 1, 3, 5, 7, 9, …, the pattern rule is "start at 1 and add 2 to each term to get the next term") with pattern rules that use the term number to describe the general term (e.g., for 1, 3, 5, 7, 9, …, the pattern rule is "double the term number and subtract 1", which can be written algebraically as $2 \times n - 1$)			

Variables, Expressions, and Equations

By the end of Grade 7, students will:

– model real-life relationships involving constant rates where the initial condition starts at 0 (e.g., speed, heart rate, billing rate), through investigation using tables of values and graphs (Sample problem: Create a table of values and graph the relationship between distance and time for a car travelling at a constant speed of 40 km/h. At that speed, how far would the car travel in 3.5 h? How many hours would it take to travel 220 km?);				
– model real-life relationships involving constant rates (e.g., speed, heart rate, billing rate), using algebraic equations with variables to represent the changing quantities in the relationship (e.g., the equation p = 4t represents the relationship between the total number of people that can be seated (p) and the number of tables (t), given that each table can seat 4 people [4 people per table is the constant rate]);				
– translate phrases describing simple mathematical relationships into algebraic expressions (e.g., one more than three times a number can be written algebraically as 1 + 3x or 3x + 1), using concrete materials (e.g., algebra tiles, pattern blocks, counters);				
– evaluate algebraic expressions by substituting natural numbers for the variables;				
– make connections between evaluating algebraic expressions and determining the term in a pattern using the general term (e.g., for 3, 5, 7, 9, …, the general term is the algebraic expression 2n + 1; evaluating this expression when n = 12 tells you that the 12th term is 2(12) + 1, which equals 25);				
– solve linear equations of the form ax = c or c = ax and ax + b = c or variations such as b + ax = c and c = bx + a (where a, b, and c are natural numbers) by modelling with concrete materials, by inspection, or by guess and check, with and without the aid of a calculator (e.g., I solved x + 7 =15 by using guess and check. First I tried 6 for x. Since I knew that 6 plus 7 equals 13 and 13, is less than 15, then I knew that x must be greater than 6.”).				

Grade 7: Data Management and Probability

Overall Expectations

By the end of Grade 7, students will:

– collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including relative frequency tables and circle graphs;				

Overall Expectations

Specific Expectations

Collection and Organization of Data

By the end of Grade 7, students will:

– collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another				

Specific Expectations

– collect and organize categorical, discrete, or continuous primary data and secondary data (e.g., electronic data from websites such as E-Stat or Census At Schools) and display the data in charts, tables, and graphs (including relative frequency tables and circle graphs) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales (e.g., with appropriate increments) that suit the range and distribution of the data, using a variety of tools (e.g., graph paper, spreadsheets, dynamic statistical software);				
– select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph (i.e., from types of graphs already studied);				
– distinguish between a census and a sample from a population;				
– identify bias in data collection methods (Sample problem: How reliable are your results if you only sample girls to determine the favourite type of book read by students in your grade?).				

Data Relationships

By the end of Grade 7, students will:

– read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., temperature data or community data in the newspaper, data from the Internet about populations) presented in charts, tables, and graphs (including relative frequency tables and circle graphs);				
– identify, through investigation, graphs that present data in misleading ways (e.g., line graphs that exaggerate change by starting the vertical axis at a point greater than zero);				
– determine, through investigation, the effect on a measure of central tendency				
– identify and describe trends, based on the distribution of the data presented in tables and graphs, using informal language;				

– make inferences and convincing arguments that are based on the analysis of charts, tables, and graphs (Sample problem: Use census information to predict whether Canada's population is likely to increase.).			

Probability

By the end of Grade 7, students will:

– research and report on real-world applications of probabilities expressed in fraction, decimal, and percent form (e.g., lotteries, batting averages, weather forecasts, elections);			
– make predictions about a population when given a probability			
– represent in a variety of ways (e.g., tree diagrams, tables, models, systematic lists) all the possible outcomes of a probability experiment involving two independent events (i.e., one event does not affect the other event), and determine the theoretical probability of a specific outcome involving two independent events			
– perform a simple probability experiment involving two independent events, and compare the experimental probability with the theoretical probability of a specific outcome (Sample problem: Place 1 red counter and 1 blue counter in an opaque bag. Draw a counter, replace it, shake the bag, and draw again. Compare the theoretical and experimental probabilities of drawing a red counter 2 times in a row.).			

GRADE 7 - SCIENCE & TECHNOLOGY

Student's Name:_____

Teacher:_____

School Year:_____

Term:_____

Teacher Tracking:

GRADE 7 | UNDERSTANDING LIFE SYSTEMS	Needs Improvement	Satisfactory	Good	Excellent
OVERALL EXPECTATIONS				
By the end of Grade 7, students will:				
1. assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts;				
2. investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem;				
3. demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment.				
SPECIFIC EXPECTATIONS				
1. Relating Science and Technology to Society and the Environment				
By the end of Grade 7, students will:				
1.1 assess the impact of selected technologies on the environment				
Sample issue: The use of technologies such as cars and computers has many impacts on the environment. What are some of these impacts and how do they affect the ability of the environment to support life?				
1.2 analyse the costs and benefits of selected strategies for protecting the environment				
2. Developing Investigation and Communication Skills				
By the end of Grade 7, students will:				
2.1 follow established safety procedures for investigating ecosystems (e.g., stay with a partner, wash hands after investigating an ecosystem)				
2.2 design and construct a model ecosystem (e.g., a composter, a classroom terrarium, a greenhouse), and use it to investigate interactions between the biotic and abiotic components in an ecosystem				
2.3 use scientific inquiry/research skills (see page 15) to investigate occurrences (e.g., a forest fire, a drought, an infestation of invasive species such as zebra mussels in a local lake or purple loosestrife in a wetland habitat) that affect the balance within a local ecosystem				
2.4 use appropriate science and technology vocabulary, including sustainability, biotic, ecosystem, community, population, and producer, in oral and written communication				
2.5 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., design a multimedia presentation explaining the interrelationships between biotic and abiotic components in a specific ecosystem)				
3. Understanding Basic Concepts				
By the end of Grade 7, students will:				
3.1 demonstrate an understanding of an ecosystem (e.g., a log, a pond, a forest) as a system of interactions between living organisms and their environment				
3.2 identify biotic and abiotic elements in an ecosystem, and describe the interactions between them (e.g., between hours of sunlight and the growth of plants in a pond; between a termite colony and a decaying log; between the soil, plants, and animals in a forest)				
3.3 describe the roles and interactions of producers, consumers, and decomposers within an ecosystem (e.g., Plants are producers in ponds. They take energy from the sun and produce food, oxygen, and shelter for the other pond life. Black bears are consumers in forests. They eat fruits, berries, and other consumers. By eating other consumers, they help to keep a balance in the forest community. Bacteria and fungi are decomposers. They help to maintain healthy soil by breaking down organic materials such as manure, bone, spider silk, and bark. Earthworms then ingest the decaying matter, take needed nutrients from it, and return those nutrients to the soil through their castings.)				
3.4 describe the transfer of energy in a food chain and explain the effects of the elimination of any part of the chain				

3.5 describe how matter is cycled within the environment and explain how it promotes sustain-ability (e.g., bears carry salmon into the forest, where the remains decompose and add nutrients to the soil, thus supporting plant growth; through crop rotation, nutrients for future crops are created from the decomposition of the waste matter of previous crops)			
3.6 distinguish between primary succession (e.g., the growth of native grasses on a sand dune) and secondary succession (e.g., the growth of grasses and shrubs in a ploughed field) within an ecosystem			
3.7 explain why an ecosystem is limited in the number of living things (e.g., plants and animals, including humans) that it can support			
3.8 describe ways in which human activities and technologies alter balances and interactions in the environment (e.g., clear-cutting a forest, overusing motorized water vehicles, managing wolf-killings in Yukon)			
3.9 describe Aboriginal perspectives on sustain-ability and describe ways in which they can be used in habitat and wildlife management (e.g., the partnership between the Anishinabek Nation and the Ministry of Natural Resources for managing natural resources in Ontario)			

GRADE 7 | UNDERSTANDING STRUCTURES AND MECHANISMS

FORM AND FUNCTION

By the end of Grade 7, students will:

1. analyse personal, social, economic, and environmental factors that need to be considered in designing and building structures and devices;			
2. design and construct a variety of structures, and investigate the relationship between the design and function of these structures and the forces that act on them;			
3. demonstrate an understanding of the relationship between structural forms and the forces that act on and within them.			

SPECIFIC EXPECTATIONS

1. Relating Science and Technology to Society and the Environment

By the end of Grade 7, students will:

1.1 evaluate the importance for individuals, society, the economy, and the environment of factors that should be considered in designing and building structures and devices to meet specific needs (e.g., function; efficiency; ease of use; user preferences; aesthetics; cost; intended lifespan; effect on the environment; safety, health, legal requirements)			
1.2 evaluate the impact of ergonomic design on the safety and efficiency of workplaces, tools, and everyday objects (e.g., furniture, computer equipment, home tools and equipment), and describe changes that could be made in personal spaces and activities on the basis of this information (e.g., use computer keyboards and mice that are ergonomically designed; use kitchen tools such as knives with ergonomic handles; use equipment for household jobs that is designed to ease strain on the body, such as ergonomically designed snow shovels and garden tools)			

2. Developing Investigation and Communication Skills

By the end of Grade 7, students will:

2.1 follow established safety procedures for using tools and handling materials (e.g., wear safety glasses when cutting or drilling)			
2.2 design, construct, and use physical models to investigate the effects of various forces on structures (e.g., the struts of a roof experience compression forces from shingles; the support cables of a suspension bridge are in tension; a twisted ruler has torsion forces; the pin that holds the two parts of a pair of scissors together has shear forces acting on it)			
2.3 investigate the factors that determine the ability of a structure to support a load (e.g., the weight of the structure itself; the magnitude of the external loads it will need to support; the strength of the materials used to build it)			
2.4 use technological problem-solving skills (see page 16) to determine the most efficient way for a structure (e.g., a chair, a shelf, a bridge) to support a given load. Sample problem: Using the least amount of material (by mass), construct a bridge to support a specific load (e.g., minimum of 4 kilograms).			
2.5 investigate methods used by engineers to ensure structural safety (e.g., incorporating sensors in structures to detect unusual stresses and give early warning of failure; designing structures to carry much heavier loads than they will actually have to bear)			
2.6 use appropriate science and technology vocabulary, including truss, beam, ergonomics, shear, and torsion), in oral and written communication			
2.7 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., use a graphic organizer to show the steps taken in designing and making a product)			

3. Understanding Basic Concepts

By the end of Grade 7, students will:

3.1 classify structures as solid structures (e.g., dams), frame structures (e.g., goal posts), or shell structures (e.g., airplane wings)				
3.2 describe ways in which the centre of gravity of a structure (e.g., a child's high chair, a tower) affects the structure's stability				
3.3 identify the magnitude, direction, point of application, and plane of application of the forces applied to a structure				
3.4 distinguish between external forces (e.g., wind, gravity, earthquakes) and internal forces (tension, compression, shear, and torsion) acting on a structure				
3.5 describe the role of symmetry in structures (e.g., aesthetic appeal, structural stability)				
3.6 identify and describe factors that can cause a structure to fail (e.g., bad design, faulty construction, foundation failure, extraordinary loads)				
3.7 identify the factors (e.g., properties of the material as they relate to the product, availability, costs of shipping, aesthetic appeal, disposal) that determine the suitability of materials for use in manufacturing a product (e.g., a running shoe)				

GRADE 7 | UNDERSTANDING MATTER AND ENERGY

PURE SUBSTANCES AND MIXTURES

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

1. evaluate the social and environmental impacts of the use and disposal of pure substances and mixtures;				
2. investigate the properties and applications of pure substances and mixtures;				
3. demonstrate an understanding of the properties of pure substances and mixtures, and describe these characteristics using the particle theory.				

SPECIFIC EXPECTATIONS

1. Relating Science and Technology to Society and the Environment

By the end of Grade 7, students will:

1.1 assess positive and negative environmental impacts related to the disposal of pure substances (e.g., uranium) and mixtures (e.g., paint, sewage)				
1.2 assess the impact on society and the environment of different industrial methods of separating mixtures and solutions				

2. Developing Investigation and Communication Skills

By the end of Grade 7, students will:

2.1 follow established safety procedures for handling chemicals and apparatus (e.g., wash hands after handling chemicals, take note of universal warning symbols)				
2.2 use scientific inquiry/experimentation skills (see page 12) to investigate factors (e.g., temperature, type of solute or solvent, particle size, stirring) that affect the solubility of a substance and the rate at which substances dissolve				
2.3 investigate processes (e.g., filtration, distillation, settling, magnetism) used for separating different mixtures				
2.4 use scientific inquiry/experimentation skills (see page 12) to investigate the properties of mixtures and solutions (e.g., the amount of solute required to form a saturated solution; differences between pure substances and mixtures)				
2.5 use appropriate science and technology vocabulary, including mechanical mixture, solution, solute, insoluble, saturated, unsaturated, and dilute, in oral and written communication				
2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., using appropriate mathematical conventions, make a scatter plot to show the relationship between solute, solvent, and temperature)				

3. Understanding Basic Concepts

By the end of Grade 7, students will:

3.1 distinguish between pure substances (e.g., distilled water, salt, copper pipe) and mixtures (e.g., salad dressing, chocolate chip cookies)				
3.2 state the postulates of the particle theory of matter (all matter is made up of particles; all particles are in constant motion; all particles of one substance are identical; temperature affects the speed at which particles move; in a gas, there are spaces between the particles; in liquids and solids, the particles are close together and have strong forces of attraction between them)				
3.3 use the particle theory to describe the difference between pure substances (which have identical particles) and mixtures (which have different particles)				
3.4 distinguish between solutions and mechanical mixtures				

3.5 describe the processes (e.g., evaporation, sifting, filtration, distillation, magnetism) used to separate mixtures or solutions into their components, and identify some industrial applications of these processes (e.g., use of cheesecloth to separate seeds and skins from juice and pulp to make fruit jellies; use of evaporation in maple syrup production; use of different sizes of sieves to separate wheat grains in white bread production; use of strainers in industries to separate slurry into solids and liquids)				
3.6 identify the components of a solution (e.g., solvent, solute)				
3.7 identify solutes and solvents in various kinds of solutions (e.g., copper and tin in bronze; iodine and alcohol in iodine solution)				
3.8 describe the concentration of a solution in qualitative terms (e.g., dilute, concentrated) and in quantitative terms (e.g., 5 grams of salt in 1000 ml of water)				
3.9 describe the difference between saturated and unsaturated solutions				
3.10 explain why water is referred to as the universal solvent				

GRADE 7 | UNDERSTANDING EARTH AND SPACE SYSTEMS

HEAT IN THE ENVIRONMENT

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

1. assess the costs and benefits of technologies that reduce heat loss or heat-related impacts on the environment;				
2. investigate ways in which heat changes substances, and describe how heat is transferred;				
3. demonstrate an understanding of heat as a form of energy that is associated with the movement of particles and is essential to many processes within the earth's systems.				

SPECIFIC EXPECTATIONS

1. Relating Science and Technology to Society and the Environment

By the end of Grade 7, students will:

1.1 assess the social and environmental benefits of technologies that reduce heat loss or transfer (e.g., insulated clothing, building insulation, green roofs, energy-efficient buildings)				
1.2 assess the environmental and economic impacts of using conventional (e.g., fossil fuel, nuclear) and alternative forms of energy (e.g., geothermal, solar, wind, wave, biofuel)				

2. Developing Investigation and Communication Skills

By the end of Grade 7, students will:

2.1 follow established safety procedures for using heating appliances and handling hot materials (e.g., use protective gloves when removing items from hot plates)				
2.2 investigate the effects of heating and cooling on the volume of a solid, a liquid, and a gas				
2.3 use technological problem-solving skills (see page 16) to identify ways to minimize heat loss				
2.4 use scientific inquiry/experimentation skills (see page 12) to investigate heat transfer through conduction, convection, and radiation				
2.5 use appropriate science and technology vocabulary, including heat, temperature, conduction, convection, and radiation, in oral and written communication				
2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., using the conventions of science, create a labelled diagram to illustrate convection in a liquid or a gas)				

3. Understanding Basic Concepts

By the end of Grade 7, students will:

3.1 use the particle theory to compare how heat affects the motion of particles in a solid, a liquid, and a gas				
3.2 identify ways in which heat is produced (e.g., burning fossil and renewable fuels, electrical resistance, physical activity)				
3.3 use the particle theory to explain the effects of heat on volume in solids (e.g., rails, sidewalks, and bridge segments expand in hot weather), liquids (e.g., sea levels are rising partly because global warming is making the oceans warmer and the water in them is expanding), and gases (e.g., the air in car tires expands on hot pavement)				
3.4 explain how heat is transmitted through conduction (e.g., the transmission of heat from a stove burner to a pot and from the pot to the pot handle), and describe natural processes that are affected by conduction (e.g., the formation of igneous and metamorphic rocks and diamonds)				

3.5 explain how heat is transmitted through convection, and describe natural processes that depend on convection (e.g., thunderstorms, land and sea breezes)			
3.6 explain how heat is transmitted through radiation, and describe the effects of radiation from the sun on different kinds of surfaces (e.g., an ice-covered lake, a forest, an ocean, an asphalt road)			
3.7 describe the role of radiation in heating and cooling the earth, and explain how greenhouse gases affect the transmission of radiated heat through the atmosphere (e.g., The earth is warmed by absorbing radiation from the sun. It cools by radiating thermal energy back to space. Greenhouse gases absorb some of the radiation that the earth emits to space and reradiate it back to the earth's surface. If the quantity of greenhouse gases in the atmosphere increases, they absorb more outgoing radiation, and the earth becomes warmer.)			
3.8 identify common sources of greenhouse gases (e.g., carbon dioxide comes from plant and animal respiration and the burning of fossil fuels; methane comes from wetlands, grazing livestock, termites, fossil fuel extraction, and landfills; nitrous oxide comes from soils and nitrogen fertilizers), and describe ways of reducing emissions of these gases			

GRADE 7 - HISTORY - NEW FRANCE AND BRITISH NORTH AMERICA, 1713–1800

Student's Name:_____

Teacher:_____

School Year:_____

Term:_____

Teacher Tracking:

GRADE 7 - HISTORY - NEW FRANCE AND BRITISH NORTH AMERICA, 1713–1800	Needs Improvement	Satisfactory	Good	Excellent
Overall Expectations				
By the end of Grade 7, students will:				
A1. Application: analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada (FOCUS ON: Continuity and Change; Historical Perspective				
A2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (FOCUS ON: Historical Perspective; Historical Significance)				
A3. Understanding Historical Context: describe various significant events, developments, and people in Canada between 1713 and 1800, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)				
Specific Expectations				
A1. Application: Colonial and Present-day Canada - FOCUS ON: Continuity and Change; Historical Perspective				
By the end of Grade 7, students will:				
A1.1 analyse key similarities and differences in social values and aspects of life between present-day Canadians and some different groups and/or communities in Canada between 1713 and 1800				
A1.2 analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges (e.g., with reference to conflict arising from imperial rivalries; climatic and environmental challenges; competition for land and resources between First Nations and colonists; the hard physical labour and isolation associated with life in new settlements; disease; discrimination facing Black Loyalists; restrictions on rights and freedoms of slaves, seigneurial tenants, or indentured workers), and assess similarities and differences between some of these challenges and responses and those of present-day Canadians				
A1.3 analyse the displacement experienced by various groups who were living in or who came to Canada between 1713 and 1800				
A2. Inquiry: From New France to British North America - FOCUS ON: Historical Perspective; Historical Significance				
By the end of Grade 7, students will:				
A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain				
A2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary sources				
A2.3 analyse and construct maps as part of their investigations into significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, with a focus on exploring their spatial boundaries				
A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools				
A2.5 evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues related to the shift in power in colonial Canada from France to Britain				
A2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., perspective, colony, treaty, expulsion, displacement, values, roles, power, conflict, Acadian) and formats appropriate for specific audiences				
A3. Understanding Historical Context: Events and Their Consequences - FOCUS ON: Historical Significance; Cause and Consequence				
By the end of Grade 7, students will:				
A3.1 identify factors leading to some key events that occurred in and/or affected Canada between 1713 and 1800 (e.g., the expulsion of the Acadians, the Seven Years' War, the Battle of the Plains of Abraham, the American Revolution, Pontiac's Rebellion, Loyalist migrations), and describe the historical significance of some of these events for different individuals, groups, and/or communities				

A3.2 identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., the Treaty of Utrecht, the Treaties of Peace and Friendship of 1713–60, the Royal Proclamation of 1763, the Niagara Treaty of 1764, the Quebec Act of 1774, the Haldiman Proclamation of 1784, the Constitutional Act of 1791), and explain the impact of some of these changes on various individuals, groups, and/or communities			
A3.3 identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., developments in the fur trade, Loyalist settlement, growth in agriculture and in the timber industry), and explain the impact of some of these changes on various individuals, groups, and/or communities			
A3.4 describe some significant aspects of daily life among different groups living in Canada during this period			
A3.5 describe significant interactions between various individuals, groups, and institutions in Canada during this period			
A3.6 identify some significant individuals and groups in Canada during this period (e.g., Marie-Josèphe Angélique, Michel Bégon, Esther Brandeau, Joseph Brant, Molly Brant, Alexander Mackenzie, Elizabeth Simcoe, John Graves Simcoe, Thanadelthur; trappers and fur traders, missionaries, explorers, Loyalists, habitants), and explain their contribution to Canadian heritage and/or identity			

GRADE 7 - HISTORY - CANADA, 1800–1850: CONFLICT AND CHALLENGES

Student's Name:_____

Teacher:_____

School Year:_____

Term:_____

Teacher Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
GRADE 7 - HISTORY - CANADA, 1800–1850: CONFLICT AND CHALLENGES				
Overall Expectations				
By the end of Grade 7, students will:				
B1. Application: analyse aspects of the lives of various groups in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800 (FOCUS ON: Continuity and Change; Historical Perspective				
B2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850 (FOCUS ON: Historical Perspective; Historical Significance)				
B3. Understanding Historical Context: describe various significant events, developments, and people in Canada between 1800 and 1850, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)				
Specific Expectations				
B1. Application: Changes and Challenges - FOCUS ON: Continuity and Change; Historical Perspective				
By the end of Grade 7, students will:				
B1.1 analyse social and political values and significant aspects of life for some different groups in Canada between 1800 and 1850 (e.g., ways of life in frontier forts, in new settlements in the bush, on First Nations reserves; living conditions for different classes in industrializing cities; attitudes towards Irish immigrants, African Canadians, Métis; attitudes of political elites and groups seeking political reform), and assess similarities and differences between these values and aspects of life and those in eighteenth-century Canada				
B1.2 analyse some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 (e.g., war with the United States, industrialization, poor wages and working conditions, rigid class structure, limited political rights, discrimination and segregation, religious conflict, limited access to education, influx of new immigrants, epidemics, transportation challenges, harshness of life on the western frontier, continuing competition for land and resources between First Nations/Métis and settlers) and ways in which people responded to those challenges				
B1.3 analyse the displacement experienced by various groups who were living in or who came to Canada between 1800 and 1850 (e.g., displacements resulting from damage to property during the War of 1812 or the Rebellions of 1837–38; from the loss of First Nations and Métis territory due to increasing settlement; from famine in Ireland; from immigration of Europeans seeking land, religious freedom and/or work), and how some of these groups dealt with their displacement				
B2. Inquiry: Perspectives in British North Americans - FOCUS ON: Historical Perspective; Historical Significance				
By the end of Grade 7, students will:				
B2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850				
B2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources				
B2.3 analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, with a focus on exploring their spatial boundaries				
B2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools				
B2.5 evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues that affected Canada and/or Canadians during this period				
B2.6 communicate the results of their inquiries using appropriate vocabulary				
B3. Understanding Historical Context: Events and Their Consequence - FOCUS ON: Historical Significance; Cause and Consequence				
By the end of Grade 7, students will:				
B3.1 identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 (e.g., the War of 1812, the Upper Canada Rebellion, the Battle of Saint-Eustache, Irish immigration, establishment of the Underground Railroad, exploration by John Franklin or David Thompson), and describe the historical significance of some of these events/ trends for different individuals, groups, and/or communities				

B3.2 identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., alliances between First Nations and British forces during the War of 1812, the Treaty of Ghent, the Abolition of Slavery Act of 1833, the Durham Report, the Act of Union, treaties with First Nations peoples, responsible government, the Rebellion Losses Bill, the Common School Act of 1846), and explain the impact of some of these changes on various individuals, groups, and/or communities

B3.3 identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., an increase in immigration, the global recession of the 1830s, growing markets for lumber and wheat, political reform movements in Upper and Lower Canada, the construction of canals and railway lines, education reform, mining in Canada West, cholera and smallpox epidemics, the extinction of the Beothuk in Newfoundland), and explain the impact of some of these changes on various individuals, groups, and/or communities

B3.4 describe interactions between different groups and communities in Canada during this period

B3.5 identify some significant individuals and groups in Canada during this period (e.g., Robert Baldwin, General Isaac Brock, Peter Jones, William Lyon Mackenzie, Grace Marks, John Norton, Louis-Joseph Papineau, Richard Pierpoint, Peggy Pompadour, Laura Secord, Tecumseh, Catharine Parr Traill; groups advocating responsible government or public education; immigrant aid and other charitable organizations; the Family Compact and Château Clique; groups such as Mennonites in Waterloo County or the Six Nations in the Grand River region of Upper Canada), and explain their contribution to Canadian heritage and/or identity

GRADE 7 - GEOGRAPHY - PHYSICAL PATTERNS IN A CHANGING WORLD

Student's Name:_____

Teacher:_____

School Year:_____

Term:_____

Teacher Tracking:

GRADE 7 - GEOGRAPHY - PHYSICAL PATTERNS IN A CHANGING WORLD	Needs Improvement	Satisfactory	Good	Excellent
Overall Expectations				
By the end of Grade 7, students will:				
A1. Application: analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them (FOCUS ON: Spatial Significance; Interrelationships)				
A2. Inquiry: use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective (FOCUS ON: Geographic Perspective)				
A3. Understanding Geographic Context: demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features (FOCUS ON: Patterns and Trends; Spatial Significance)				
Specific Expectations **A1. Application: Interrelationships between People and the Physical Environment - FOCUS ON: Spatial Significance; Interrelationships**				
By the end of Grade 7, students will:				
A1.1 describe various ways in which people have responded to challenges and opportunities presented by the physical environment				
A1.2 compare and contrast the perspectives of some different groups (e.g., Aboriginal peoples living on the land, organic versus large-scale farmers, industrial and agrarian societies, owners of resource-extraction companies, environmental organizations, land developers) on the challenge, and opportunities presented by the natural environment				
A1.3 assess the physical environment in various locations around the world to determine which environment or environments have the greatest impact on people				
A1.4 assess ways in which different peoples living in similar physical environments have responded to challenges and opportunities presented by these environments, and assess the sustainability of these responses				
A2. Inquiry: Investigating Physical Features and Processes - FOCUS ON: Geographic Perspective				
By the end of Grade 7, students will:				
A2.1 formulate questions to guide investigations into the impact of natural events and/or human activities that change the physical environment (e.g., the social, political, economic, and environmental impact of natural events such as earthquakes, volcanic eruptions, drought, floods, hurricanes, typhoons, or tsunamis; the economic and environmental impact of industrial pollution on a river system; the social, economic, and environmental impact of agricultural practices; the social, political, economic, and environmental impact of land-reclamation projects; the political, economic, and environmental impact of transportation systems), ensuring that their questions reflect a geographic perspective				
A2.2 gather and organize data and information from a variety of sources, and using various technologies, on the impact of natural events and/or human activities that change the physical environment, ensuring that their sources reflect more than one perspective				
A2.3 analyse and construct maps as part of their investigations into the impact of natural events and/or human activities that change the physical environment, with a focus on investigating the spatial boundaries of the impact				
A2.4 interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies				
A2.5 evaluate evidence and draw conclusions about the impact of natural events and/or human activities that change the physical environment				
A2.6 communicate the results of their inquiries, using appropriate vocabulary				
A3. Understanding Geographic Context: Patterns in the Physical Environment - FOCUS ON: Patterns and Trends; Spatial Significance				
By the end of Grade 7, students will:				
A3.1 identify the location and describe the physical characteristics of various landforms				
A3.2 describe some key natural processes and human activities (e.g., tectonic forces, weathering and erosion, deposition, glaciation, mining, landreclamation projects) that create and change landforms				
A3.3 demonstrate the ability to extract information from and analyse topographical maps				

A3.4 describe patterns and physical characteristics of some major water bodies and systems around the world (e.g., river systems, drainage basins, lakes, oceans)				
A3.5 describe some key natural processes and human activities (e.g., changes in rainfall, melting of glaciers, erosion, rising sea levels, climate change, constructing dams, irrigation, bottling water from aquifers) that create and change water bodies and systems				
A3.6 describe patterns and characteristics of major climate regions around the world				
A3.7 describe some key natural processes and other factors, including human activities (e.g., ocean currents, wind systems, latitude, elevation, bodies of water, landforms, deforestation, human activities that result in greenhouse gas emissions) that create and change climate patterns				
A3.8 analyse and construct climate graphs to gather information on and illustrate climate patterns for a specific location				
A3.9 describe patterns and characteristics of major natural vegetation regions around the world				
A3.10 describe some key natural processes and human activities (e.g., natural and human-influenced climate change, erosion of top soil, deforestation, the use of chemical fertilizers and practice of monoculture, grazing of domestic animals, activities that introduce invasive species into an environment) that create and change natural vegetation patterns				
A3.11 describe how different aspects of the physical environment interact with each other in two or more regions of the world				

GRADE 7 - GEOGRAPHY - NATURAL RESOURCES AROUND THE WORLD: USE AND SUSTAINABILITY

Student's Name:_____

Teacher:_____

School Year:_____

Term:_____

Teacher Tracking:

GRADE 7 - GEOGRAPHY - NATURAL RESOURCES AROUND THE WORLD: USE AND SUSTAINABILITY	Needs Improvement	Satisfactory	Good	Excellent
Overall Expectations				
By the end of Grade 7, students will:				
B1. Application: analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources (FOCUS ON: Spatial Significance; Interrelationships)				
B2. Inquiry: use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective (FOCUS ON: Geographic Perspective				
B3. Understanding Geographic Context: demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources (FOCUS ON: Spatial Significance; Geographic Perspective)				
Specific Expectations				
B1. Application: Natural Resources and Sustainability - FOCUS ON: Spatial Significance; Interrelationships				
By the end of Grade 7, students will:				
B1.1 analyse interrelationships between the location/accessibility, mode of extraction/ harvesting, and use of various natural resources				
B1.2 analyse natural resource extraction/harvesting and use in some specific regions of the world (e.g., forestry practices in the Amazon or in Sweden; international trawlers fishing off the coast of West Africa; coal-fired electricity production in China), including the sustainability of these practices				
B1.3 assess the efforts of some groups, agencies, and/or organizations (e.g., the United Nations Environment Programme; non-governmental organizations [NGOs] such as Friends of the Earth International, Rainforest Alliance, or the Nature Conservancy; indigenous groups; different national governments) in helping to preserve natural resources				
B1.4 create a personal plan of action outlining how they can contribute to more sustainable natural resource extraction/harvesting and/or use				
B2. Inquiry: Investigating Issues Related to Natural Resources - FOCUS ON: Geographic Perspective				
By the end of Grade 7, students will:				
B2.1 formulate questions to guide investigations into issues related to the impact of the extraction/ harvesting and/or use of natural resources around the world from a geographic perspective				
B2.2 gather and organize data and information from a variety of sources on the impact of resource extraction/harvesting and/or use, ensuring that their sources reflect more than one perspective				
B2.3 analyse and construct maps as part of their investigations, with a particular focus on exploring the spatial boundaries of and, where applicable, patterns relating to their topics				
B2.4 interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies				
B2.5 evaluate evidence and draw conclusions about issues related to the impact of natural resource extraction/harvesting and/or use around the world				
B2.6 communicate the results of their inquiries using appropriate vocabulary				
B3. Understanding Geographic Context: Using Natural Resources - FOCUS ON: Spatial Significance; Geographic Perspective				
By the end of Grade 7, students will:				
B3.1 identify Earth's renewable, non-renewable, and flow resources (e.g., renewable: trees, natural fish stocks, soil, plants; non-renewable: fossil fuels, metallic minerals; flow: solar, running water, ocean currents, tides, wind), and explain their relationship to Earth's physical features				
B3.2 describe ways in which people use the natural environment, including specific elements within it, to meet their needs and wants				
B3.3 identify significant short- and long-term effects of natural resource extraction/harvesting and use on people and the environment				
B3.4 describe the perspectives of different groups (e.g., a traditional indigenous community, an environmental organization, a multinational mining or forestry company, the residents of a resource town) regarding the use of the natural environment to meet human needs				

B3.5 describe some responses to social and/or environmental challenges arising from the use of natural resources				
B3.6 demonstrate the ability to extract information from, analyse, and construct GIS maps relating to natural resources around the world				

GRADE 7 - PHYSICAL EDUCATION & HEALTH

Student's Name:_____

Teacher:_____

School Year:_____

Term:_____

Teacher Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
LIVING SKILLS				
OVERALL EXPECTATIONS				
By the end of Grade 7, students will:				
1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.				
SPECIFIC EXPECTATIONS				
1. Living Skills				
By the end of Grade 7, students will:				
Personal Skills (PS)*				
1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: describe the role models that may have influenced some of their choices with respect to physical activity; consider what effect their family and their cultural background have had on the way they think about participation in physical activity or on the activities they choose; Movement Competence: take responsibility for improving a skill by breaking it down, getting feedback on the way they perform each part, and working on parts that need improvement; Healthy Living: describe ways in which they can monitor and stay aware of their own physical, emotional, and psychological health)				
Student: "I am working on improving my front crawl. I need to think about a number of things connected to my arm movement, including where my hand enters the water, the angle of my hand as I pull, the amount of effort I am using, and how my arm moves as I pull it around to begin the stroke again."				
1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use organizational and time-management skills to find a balance when planning time to be active every day, to complete homework, and to spend time with family and friends; Movement Competence: demonstrate how to refine movements by adjusting body position during the preparation, execution, and follow-through stages of an action; Healthy Living: describe how to access different sources of support when dealing with issues connected to substance use or mental health)				
* The abbreviation(s) for the three categories of living skills – PS, IS, and CT – appear in square brackets at the end of expectations, in strands A–C, to which those skills are clearly connected. (See pp. 18–21 for a discussion of living skills.)				
Interpersonal Skills (IS)*				
1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: clearly communicate refusal to participate in activities that are unsafe, particularly when peer pressure is involved; Movement Competence: show readiness to receive a pass in a game by moving into position, making eye contact, and holding a hand out to act as a target; when the other team scores in a game of handball, say something supportive, such as "Good try", to the goalie; Healthy Living: practise effective responses to someone who directs a homophobic or racial slur to them or to another student)				
1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (e.g., Active Living: make adjustments to activities that will allow all group members to be included and to enjoy participating; Movement Competence: work cooperatively with a partner when hitting a badminton shuttle back and forth; Healthy Living: explain how appreciating differences can contribute to positive relationship building)				
Critical and Creative Thinking (CT)*				
1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: describe how they can use health-related fitness-assessment information when making action plans for personal fitness; Movement Competence: devise and experiment with different tactical solutions for better results in particular sports and other physical activities; Healthy Living: explain the connections between body image, mental health, and the risk of substance abuse; explain the importance of understanding connections between food choices and chronic diseases)				
A. ACTIVE LIVING				
OVERALL EXPECTATIONS				
By the end of Grade 7, students will:				
A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;				
A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;				
A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.				
SPECIFIC EXPECTATIONS				
A1. Active Participation				
By the end of Grade 7, students will:				

A1.1 actively participate in a wide variety of program activities, according to their capabilities (e.g., individual activities, small- and large-group activities, movement and rhythmic activities, dance, outdoor pursuits), while applying behaviours that enhance their readiness and ability to take part (e.g., striving to do their best, displaying good sports etiquette along with healthy competition) in all aspects of the program [PS, IS]			
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., being able to modify games for different purposes; being able to take part in activities that suit their individual abilities and interests; being exposed to a variety of activities, including recreational, team, individual, body management, and dance and fitness activities; feeling comfortable about the activities; being able to take part in activities that are culturally relevant), as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments [PS]			
A1.3 demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., peer influence, sense of belonging, self-confidence, availability of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities) [CT]			

A2. Physical Fitness
By the end of Grade 7, students will:

A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., aerobic fitness circuits, floorball, capture the flag, wheelchair soccer) [PS]			
A2.2 identify factors that can affect health-related fitness (e.g., heredity, nutrition, developmental stage, environmental factors, social and emotional factors, mental health, cultural teachings), and describe how training principles (e.g., frequency, intensity, duration, type of activity) can be applied to develop fitness [CT]			
A2.3 assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time (e.g., by tracking heart rates, recovery time, changes in how one feels during and after activity; by comparing activity participation and changes in fitness levels) [PS, CT]			
A2.4 develop, implement, and revise a personal plan to meet short-term, health-related fitness goals (e.g., by using personal assessment information to set realistic short-term goals, using appropriate training principles, identifying possible challenges, identifying sources of support, determining what will indicate when goals have been reached, monitoring progress and comparing achievements to planned goals, acknowledging successes, changing goals or approaches as needed) [PS, CT]			

A3. Safety
By the end of Grade 7, students will:

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others (e.g., following appropriate procedures and guidelines, demonstrating social responsibility, checking that they have their puffers and/or epinephrine autoinjectors, checking for hazards such as pencils or other objects on the floor or potholes on the field before beginning activities, using mouth guards when necessary during recreational activities in the community, avoiding pressuring a peer to participate in unsafe activities, being respectful of others who may be hesitant to try new skills) in a variety of physical activity settings (e.g., school, community recreational facilities, outdoor recreational venues) [PS, IS]			
A3.2 demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors (e.g., be aware of common hazards that could be encountered and take appropriate precautions; apply systems thinking to risk assessment by making connections between possible hazards and their outcomes; recognize unexpected hazards, assess the risk, and control the hazard by telling someone about it, removing it, or removing themselves from the danger) [PS, CT]			

B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

OVERALL EXPECTATIONS
By the end of Grade 7, students will:

B1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;			
B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.			

SPECIFIC EXPECTATIONS
B1. Movement Skills and Concepts
By the end of Grade 7, students will:

B1.1 perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance (e.g., perform a rhythmic gymnastic sequence such as throwing a ball, performing a shoulder roll, and catching the ball; demonstrate a dance sequence with a partner, including a series of steps, jumps, turns, and balances; perform a smooth high jump approach, take-off, and landing; use a low stance for balance during a pivot turn; move smoothly between positions in a yoga sequence) [PS, IS]			
B1.2 perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli (e.g., dodge and fake in response to others, accelerate before taking off for a high jump or a running long jump, respond to changes in music during creative dance by changing arm movements, lift feet and show awareness of trail conditions and obstacles when running cross-country on trails) [PS]			
B1.3 send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement* (e.g., use different strokes and varying degrees of force, depending on their opponent's position on the court, to return the shuttle in badminton; assume a ready position to prepare to receive a short pass; strike a ball by shifting their weight as they contact the ball and following through in the intended direction to send it between or over opposing players; cradle or control the ball on the side of the body that is away from opponents when moving up the field) [PS, IS]			
B1.4 demonstrate an understanding of the phases of movement (i.e., preparation, execution, followthrough), and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities (e.g., jumping during a dance routine: bend knees to get ready to jump, thrust arms up for extra force while jumping, hold a controlled body position in flight, bend knees and put arms out for a stable landing) [PS]			

B2. Movement Strategies
By the end of Grade 7, students will:

B2.1 demonstrate an understanding of the components of a range of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments [IS, CT]				
* See page 26 for background information and a description of movement principles.				
B2.2 describe and compare different categories of physical activities* (e.g., individual, target, net/wall, striking/fielding, territory), and describe strategies that they found effective while participating in a variety of physical activities in different categories [CT]				
B2.3 apply a variety of tactical solutions to increase chances of success as they participate in physical activities (e.g., individual activities: practise a dance or gymnastics sequence in parts to refine each move, then put it back together in a sequence; target activities: adjust force when sending the object so that it will stop or land in a position to block the opponent; net/wall activities: work with teammates to cover space effectively; striking/fielding activities: hit or kick in different ways, varying the distance the object is sent, so that it will be more difficult for opponents to field and return the object; territory activities: use a "give and go" by sending the object to a teammate (give) then running to an open space to receive the object back again from the teammate (go); kick a leading pass to a moving teammate to maintain possession) [IS, CT]*				
* The types of living skills associated with students' application of tactical solutions differ with the students' developmental stage. Critical and creative thinking skills and processes are involved in choosing or devising tactical solutions at any age. At the different stages of development, however, students are able to focus on applying critical and creative thinking to a greater or lesser degree. In Grades 1–3, students are also occupied with developing personal skills; in Grades 4–6, most students are ready to focus on interpersonal skills as they apply tactical solutions; and in Grades 7 and 8, most are prepared to focus their energy on the thinking skills involved (e.g., transferring understanding from one activity to another; applying systems thinking by transferring their learning from a specific context to a more global context, as in considering the environmental benefits as well as the fitness and recreational benefits of using active transportation; including a variety of different moves in a creative way in a dance or fitness routine).				

C. HEALTHY LIVING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

C1. demonstrate an understanding of factors that contribute to healthy development;				
C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;				
C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.				

SPECIFIC EXPECTATIONS

C1. Understanding Health Concepts

By the end of Grade 7, students will:

Personal Safety and Injury Prevention

C1.1 describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies (e.g., benefits: saving time; increased access to information; improved communication, including global access; dangers: misuse of private information; identity theft; cyberstalking; hearing damage and/or traffic injuries from earphone use; financial losses from online gambling; potential for addiction), and identify protective responses				
Substance Use, Addictions, and Related Behaviours C1.2 demonstrate an understanding of linkages between mental illness and problematic substance use, and identify school and community resources (e.g., trusted adults at school, guidance counsellors, public health services, community elders, help lines) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours [PS]				

C2. Making Healthy Choices

By the end of Grade 7, students will:

Healthy Eating

C2.1 demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders (e.g., cancer, Type 2 diabetes, cardiovascular disease, obesity, food allergies and anaphylaxis, tooth decay, osteoporosis) [CT]				
Personal Safety and Injury Prevention				
C2.2 assess the impact of different types of bullying or harassment (e.g., intimidation, ostracism, pressure to conform, gang activities) on themselves and others, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as "ratting"; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations) [IS, CT]				

C3. Making Connections for Healthy Living

By the end of Grade 7, students will:

Healthy Eating

C3.1 demonstrate an understanding of personal and external factors that affect people's food choices and eating routines (e.g., personal: likes and dislikes, busy schedules, food allergies or sensitivities, personal values, cultural practices or teachings; external: family budget, cost of foods, type of food available at home, at school, or in the community), and identify ways of encouraging healthier eating practices				
Substance Use, Addictions, and Related Behaviours				
C3.2 analyse the personal and societal implications of issues related to substance use and addictive behaviours (e.g., effect of technology dependence on school and workplace performance, risks associated with chewing tobacco, effects of second-hand smoke on non-smokers and children, legal and health implications of underage drinking, body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol abuse during pregnancy) [CT]				

GROWTH AND DEVELOPMENT (1998) (Table content from page 184)

OVERALL EXPECTATION

By the end of Grade 7, students will:

• describe age-appropriate matters related to sexuality (e.g., the need to develop good interpersonal skills, such as the ability to communicate effectively with the opposite sex).

SPECIFIC EXPECTATIONS

By the end of Grade 7, students will:

• explain the male and female reproductive systems as they relate to fertilization;

• distinguish between the facts and myths associated with menstruation, spermatogenesis, and fertilization;

• identify the methods of transmission and the symptoms of sexually transmitted diseases (STDs), and ways to prevent them;

• use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;

• explain the term abstinence as it applies to healthy sexuality;

• identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors).

GRADE 7 - THE ARTS

Student's Name:_____

Teacher:_____

School Year:_____

Term:_____

Teacher Tracking:	Needs Improvement	Satisfactory	Good	Excellent
A.DANCE				
OVERALL EXPECTATIONS				
By the end of Grade 7, students will:				
A1. Creating and Presenting: apply the creative process (see pages 19–22) to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas;				
A2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;				
A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.				
SPECIFIC EXPECTATIONS				
A1. Creating and Presenting				
By the end of Grade 7, students will:				
A1.1 create dance pieces to represent or respond to specific rhythms and pieces of music (e.g., use the body, body parts, and the floor [stamping, stepping, body slapping] to replicate the rhythms in the music; transform a music imaging exercise into a dance interpretation)				
A1.2 use dance as a language to communicate ideas from their own writing or media works (e.g., create a dance piece inspired by a student-authored poem about relationships with the natural world or by a student media work about divorce or loss)				
A1.3 use theme and variations in a variety of ways when creating dance pieces (e.g., create a simple movement phrase [theme] and then repeat it in modified form [variation] using choreographic manipulations [retrograding the original phrase, facing another dancer, adding more dancers])				
A1.4 use the elements of dance and choreographic forms (e.g., pattern forms, narrative forms) to communicate a variety of themes or moods (e.g., use entrances or exits to communicate beginnings or endings; use a recurring sequence of movements to signal a particular mood or character; use canon form for emphasis)				
A2. Reflecting, Responding, and Analysing				
By the end of Grade 7, students will:				
A2.1 construct personal interpretations of the messages in their own and others' dance pieces, including messages about issues relevant to their community and/or the world (e.g., dance pieces on topics such as urban sprawl, land claims, poverty, homophobia, homelessness), and communicate their responses in a variety of ways (e.g., through writing, class discussion, oral reports, song, drama, visual art)				
A2.2 analyse, using dance vocabulary, their own and others' dance pieces to identify the elements of dance and the choreographic forms used in them and explain how they help communicate meaning (e.g., use of crouching shapes low to the ground and bound energy communicates the idea of confined space; use of site-specific locations [outdoor playground] to structure a dance communicates the idea of connection to the environment)				
A2.3 identify and give examples of their strengths and areas for growth as dance creators, interpreters, and audience members (e.g., share with a partner what they did well during a performance, using dance vocabulary; use a concept map to explain their choice of dance movements)				
A3. Exploring Forms and Cultural Contexts				
By the end of Grade 7, students will:				
A3.1 describe the evolution of dance and performance as different groups of people have responded to external factors such as migration, a new environment, and/or contact with other groups or cultures (e.g., the evolution of Maritime Acadian folk dances into Louisiana Cajun dances such as fais do do and the Mardi Gras dance Krewes; the origins and development of French and Scottish jigs; the evolution of the Métis jig out of imitations of wildlife movements [prairie wild birds] and the intricate footwork of Nativ				
A3.2 identify ways in which dance and its depictions in the media may influence a person's character development and sense of identity (e.g., by influencing young people's sense of themselves and their bodies; by providing dance role models who represent or promote particular lifestyles, values, and attitudes)				
B. DRAMA				
OVERALL EXPECTATIONS				
By the end of Grade 7, students will:				
B1. Creating and Presenting: apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;				
B2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;				
B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.				
SPECIFIC EXPECTATIONS				
B1. Creating and Presenting				

By the end of Grade 7, students will:

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities (e.g., identify significant perspectives related to an issue such as peer pressure, treaty rights, or cultural identity, and assume roles to express the different perspectives; use prepared improvisation to communicate insights about life events and relationships; use thought tracking and symbolic artefa

B1.2 demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects (e.g., develop a drama presentation incorporating a series of tableaux, a group soundscape, a movement piece, and a rap/song)

B1.3 plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives (e.g., In role: use thought tracking or writing in role to explore the feelings and motivations of a character; introduce a new perspective during role play to foster a sense of empathy with the character; Out of role: use a place mat activity to select ideas that group members agree upon; use invented notation to explain the movement of the character)

B1.4 communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to heighten the dramatic experience (e.g., use music to create mood; use video and drums/noisemakers to signal the climax; use a digital slide presentation to create a backdrop of words or images; use costumes, props, fabric to establish character and/or setting)

B2. Reflecting, Responding, and Analysing

By the end of Grade 7, students will:

B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences (e.g., use a series of tableaux or freeze-frame images of key moments in a drama to show which moments had the greatest impact on them; write in role about an environmental issue, first from the point of view of an audience member and then from the point of view of an animal whose habitat is threatened)

B2.2 analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences (e.g., compare and contrast how the director of a play and the director of a film might use body positioning and sound to communicate a character's feelings to the audience)

B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members (e.g., create a chart listing strengths and areas for improvement; highlight an area to work on in their next drama production; write a report on their learning in drama for a school newsletter)

B3. Exploring Forms and Cultural Contexts

By the end of Grade 7, students will:

B3.1 compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places (e.g., how views of colonist-Aboriginal relationships differ in plays from earlier times versus contemporary plays; how themes of loyalty to family and/or country are treated in comic forms versus serious drama forms)

B3.2 identify and describe several ways in which drama and theatre (e.g., street festivals, film festivals, theatre festivals, local theatre groups) contribute to contemporary social, economic, and cultural life (e.g., attract tourists; provide jobs; provide entertainment; promote cultural understanding; raise people's awareness of social issues)

C. MUSIC

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;

C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.

SPECIFIC EXPECTATIONS

C1. Creating and Performing

By the end of Grade 7, students will:

C1.1 sing and/or play, in tune, from musical notation, unison music and music in two or more parts from diverse cultures, styles, and historical periods (e.g., perform selections from a method book, student compositions, instrumental scores, ensemble repertoire, African drum rhythms, choral repertoire, jazz charts, spirituals, steel band music)

C1.2 apply the elements of music when singing and/or playing, composing, and arranging music, using them for specific effects and clear purposes (e.g., create a class chant or song to build community spirit; manipulate the rhythm or dynamics in a familiar piece to create an accompaniment for a media presentation)

C1.3 create musical compositions in a variety of forms for specific purposes and audiences (e.g., use available instruments to create a composition in response to an object, a visual image, or a silent film; add rhythmic, melodic, or chordal accompaniment to a familiar song; improvise rhythmic or melodic phrases over a variety of ostinati; create compositions using found sounds or recycled materials)

C1.4 use the tools and techniques of musicianship in musical performances (e.g., apply markings for dynamics, tempo, phrasing, and articulation when performing; use proper breath control throughout their singing range)

C1.5 demonstrate an understanding of standard and other musical notation through performance and composition (e.g., read and respond to accidentals, repeat signs, various tempo markings; notate and perform a variety of scales, including the blues scale; explain how some contemporary music, children's songs, or Aboriginal singing, drumming, and dancing are transmitted through oral tradition)

C2. Reflecting, Responding, and Analysing

By the end of Grade 7, students will:

C2.1 express analytical, personal responses to musical performances in a variety of ways (e.g., represent musical scenes in Pictures at an Exhibition through art work or dramatization; record detailed analyses of music they have listened to in a log or reflection journal to explain why they enjoy it and how the elements of music are used)

C2.2 analyse, using music terminology, ways in which the elements are used in the music that they perform, listen to, and create (e.g., compare the use of drums in different social and cultural contexts, such as Asian, Aboriginal, and African communities; listen to a Brazilian folk song or a current popular song, and describe how the use of the various elements affects their response to the music)

C2.3 identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members (e.g., set a goal to improve their performance skills, reflect on how successful they were in attaining their goal, keep a practice journal, record and analyse their performances throughout the term)

C3. Exploring Forms and Cultural Contexts

By the end of Grade 7, students will:

C3.1 analyse the influences of music and the media on the development of personal and cultural identity (e.g., describe how their personal musical preferences have been formed from listening to music readily available in the media; explain how cultural identity, including a sense of Aboriginal pride for Aboriginal students, can be reinforced by listening to music of their own culture)			
C3.2 analyse some historical, cultural, and technological influences on style, genre, and innovation in music (e.g., the impact of the invention of the piano or the electric guitar)			

D. VISUAL ARTS

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies;			
D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;			
D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.			

SPECIFIC EXPECTATIONS

D1. Creating and Presenting

By the end of Grade 7, students will:

D1.1 create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view (e.g., an acrylic painting that uses symbols to represent conflict and resolution; performance art or an installation that portrays both sides of the struggle between humankind and nature; a mixed-media or digital composition of a personal mandala that shows both unity and opposing forces)			
D1.2 demonstrate an understanding of composition, using multiple principles of design and the "rule of thirds" to create narrative art works or art works on a theme or topic (e.g., use colour [analogous, monochromatic] to unify a montage of newspaper and magazine images and text on a social issue; use smooth, horizontal lines to give a feeling of harmony in a drawing; create a landscape that shows unity, using repetition of shapes, values, textures, and/or lines, a particular area of focus, and the rule of thirds			
D1.3 use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose (e.g., create balance in positive and negative space in a personal logo design, using drawing or paper cut-outs of black-and-white shapes on a grey background; selectively manipulate the colour, values, and text in a digital composition to change the message of a print advertisement)			
D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges (e.g.,			

• drawing: make a cubist still life of objects with reflective or textured surfaces, using both wet [e.g., ink, watercolour pencils] and dry [e.g., conté, chalk] materials to simulate highlights and transparency

• mixed media: make a hand-made or altered book, using various materials and techniques to represent ideas about selected elements in dance, drama, music, and/or the visual arts

• painting: make a cityscape that will serve as a background in an animated short movie, using experimental watercolour techniques such as wet on wet or salt resist

• printmaking: make a collograph or chine collé that communicates a personal experience through the use of shape and analogous colour

• sculpture: make clay or papier mâché gargoyles or "crossed creatures" that have exaggerated features, using open and closed forms

• technology: make a high-contrast self-portrait or caricature with software, using techniques such as blurring, cloning, cropping, distortion, layering, rotation, and selection)

D2. Reflecting, Responding, and Analysing

By the end of Grade 7, students will:

D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey (e.g., compare the mood of two different works by two peers, such as Above the Gravel Pit by Emily Carr and Reflections, Bishop's Pond by David Milne; categorize a variety of art works on the basis of the themes and issues that are explored by the artists)			
D2.2 explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding (e.g., the use of complementary colours for shadow detail in a still life by Cézanne; the use of contrast to emphasize the features in a portrait; Brian Jungen's use of positive and negative space and the colours in traditional First Nation art works to convey ideas about consumerism and culture in masks that he created out of brand-name running shoes)			
D2.3 demonstrate an understanding of how to read and interpret signs, symbols, and style in art works (e.g., visual metaphors, such as a single tree, used to evoke loneliness in paintings by Group of Seven artists; objects used as symbols in Sadako and the Thousand Paper Cranes by Eleanor Coerr; messages conveyed by the use of traditional symbols in contemporary art; an artist's manipulation of the intended message of an advertisement by modifying symbols and elements of design in the imagery that is appropriated			
D2.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art (e.g., explain their preferences for selected works of art, using appropriate visual arts vocabulary; provide constructive feedback in a critique of their own work and the work of others; identify the strategies they used in planning, producing, and critiquing their own and others' works of art)			

D3. Exploring Forms and Cultural Contexts

By the end of Grade 7, students will:

D3.1 identify and describe some of the ways in which visual art forms and styles reflect the beliefs and traditions of a variety of cultures and civilizations (e.g., art works created within a tradition for functional and aesthetic purposes; beliefs reflected in art works by artists working within an artistic movement in the past or present; the purposes of architecture, objects, and images in past and present cultures and the contexts in which they were made, viewed, and valued; art works that challenge, sustain			
D3.2 demonstrate an understanding of the function of visual and media arts in various contexts today and in the past, and of their influence on the development of personal and cultural identity (e.g., the function of traditional and contemporary styles of Aboriginal art in the development of cultural identity and revitalization; the contributions of people in various arts careers to community events, festivals, businesses, galleries, and museums; the significance of the art work of individuals and the arts of cul			

GRADE 7 - FRENCH IMMERSION

Student's Name:_____

Teacher:_____

School Year:_____

Term:_____

Teacher
Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
Grade 7: Oral Communication, Reading, and Writing				
Overall Expectations				
By the end of Grade 7, student will:				
* listen and respond to a wide range of spoken texts and media works;				
* express ideas and opinions on a range of topics clearly and coherently, using correct pronunciation and appropriate intonation;				
* read a variety of fiction and non-fiction and demonstrate understanding through a broad range of responses;				
* produce clear, coherent written texts in a variety of forms, adjusting the language to suit the purpose and audience;				
* identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.				
Specific Expectations				
Oral Communication Listening				
By the end of Grade 7, students will:				
* demonstrate an understanding of a variety of spoken texts and media works (e.g., radio broadcasts, television dramas, recorded readings, presentations by guest speakers) (e.g., by asking and answering questions, interpreting for others, taking notes, presenting dramatizations);				
* listen and respond to the viewpoints of others in oral reports and discussions (e.g., by asking relevant questions, giving personal opinions, and challenging the ideas put forward);				
* analyse and interpret the message conveyed in spoken texts and media works;				
* demonstrate the ability to concentrate on the topic under discussion (e.g., by staying on topic).				
Speaking				
By the end of Grade 7, students will:				
* organize their thoughts and information to convey a message clearly and coherently;				
* use effective strategies in developing ideas and addressing problems in group activities (e.g., restate suggestions put forward, ask questions to clarify points of view, negotiate to find a basis for agreement);				
* prepare and give oral presentations, incorporating varied vocabulary and sentence structures and using some figurative language (e.g., similes);				
* create short media works of some technical complexity (e.g., television or radio reports, videos), using appropriate technologies.				
Application of Language Conventions				
By the end of Grade 7, students will:				
* recognize and use appropriate language structures in oral communication activities;				
* use varied sentence structure to add interest to their speech;				
* correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms);				
* speak spontaneously and with expression, observing the rules of pronunciation and intonation and providing verbal and nonverbal cues (e.g., volume and tone of voice, facial expressions, gestures).				
Reading Comprehension and Response to Text				
By the end of Grade 7, students will:				
* explain their interpretation of reading materials, supporting it with evidence from the text and from their own knowledge and experience;				
* explain how various elements in a story relate to one another (e.g., plot, setting, characters);				
* identify the main ideas in informational materials, explain how the details support the main ideas, and comment on the author's point of view;				
* describe and compare the characteristics of various forms of writing (e.g., novels, short stories, biographies, articles, reports);				
* plan and execute a research project, using appropriate resources and technologies (e.g., reference books, encyclopedias, magazines – CD-ROMs, the Internet).				
Application of Language Conventions:				
By the end of Grade 7, students will:				
* recognize and use appropriate language structures in their response to written texts;				
* use reading strategies (e.g., reread, skim text, take notes) to facilitate comprehension of reading materials;				
* read aloud, with expression, observing the rules of pronunciation and intonation;				
* identify and explain the use of stylistic devices in literary works (e.g., similes, metaphors, personification);				
* use and interpret conventions of formal text (e.g., footnotes, endnotes, index) to find information and aid comprehension;				
* use their knowledge of word origins and derivations to determine the meaning of unfamiliar words and expressions;				
* use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.				
Writing Communication of Information and Ideas				

By the end of Grade 7, students will:

 * communicate ideas, opinions, and facts clearly and coherently for various purposes (e.g., to inform, explain, persuade);

 * select an appropriate form and use appropriate language in writing for specific purposes;

 * write narratives and descriptions, using vocabulary and sentence structures appropriately and effectively;

 * write a short story that incorporates setting, mood, plot, and character;

 * take brief notes on and summarize articles, presentations, short videos;

 * rewrite a story or part of a story in a different form (e.g., turn a narrative into a song lyric);

 * plan and write a research report, using appropriate resources.

Application of Language Conventions

By the end of Grade 7, students will:

 * recognize and use appropriate language structures in their writing;

 * use and spell correctly the vocabulary appropriate for this grade level;

 * extend their use of punctuation to include the following: use of periods after initials (e.g.,C.J. Garnier) and after abbreviations (e.g., Can., Ont.); use of a dash to show a sudden break in a sentence; use of a semicolon to separate two principal clauses;

 * use a variety of sentence structures and sentences of varying length;

 * use a thesaurus to expand their vocabulary;

 * revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

 * use French-English and French dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands. Nouns and Pronouns

 * object pronouns with compound verbs (e.g., Je lui ai donné &) and the infinitive (e.g., Il veut me parler.)

 * object pronouns y and en

 * interrogative pronouns qui and quoi preceded by a preposition

 * relative pronoun où (e.g., C'est l'endroit où je l'ai vu.)

 * expressions of quantity using the partitive (e.g., un peu de lait)

Verbs

 * passé composé of irregular verbs conjugated with avoir (e.g., faire, devoir, pouvoir, vouloir, voir, prendre)

 * use of the infinitive as an impératif (e.g., battre les Sufs)

 * futur simple of -er, -ir, -re verbs and irregular verbs

Adjectives

 * agreement of the adjective tout (e.g., tout le monde, toutes les fleurs)

Adverbs

 * position of adverbs with affirmative and negative compound verbs (e.g., Il a bien mangé. Elles ne sont pas souvent allées au cinéma.)

Prepositions and Conjunctions

 * prepositions with geographical names (e.g., en France, au Canada, à Timmins)

 * use of car, comme, puisque, afin que, si

GRADE 7 - EXTENDED FRENCH

Student's Name:_____

Teacher:_____

School Year:_____

Term:_____

Teacher Tracking:

	Needs Improvement	Satisfactory	Good	Excellent

Grade 7: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 7, student will:

	Needs Improvement	Satisfactory	Good	Excellent
* listen and respond to a wide range of spoken texts and media works;				
* express ideas and opinions clearly on a range of topics, using correct pronunciation and appropriate intonation;				
* read a variety of fiction and non-fiction and demonstrate understanding through a range of oral and written responses;				
* produce clear written texts, using a variety of forms, for various purposes and in a range of contexts;				
* identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.				

Specific Expectations

Oral Communication Listening

By the end of Grade 7, students will:

	Needs Improvement	Satisfactory	Good	Excellent
* demonstrate an understanding of a variety of spoken texts and media works (e.g., excerpts of recorded readings, song lyrics, radio broadcasts, television commercials) (e.g., by asking and answering questions, clarifying meaning, restating the main ideas, expressing a point of view);				
* listen and respond to the viewpoints of others in oral reports and discussions (e.g., by asking relevant questions, offering opinions and interpretations);				
* listen to and take notes on presentations and reports;				
* demonstrate the ability to concentrate on the topic under discussion (e.g., by identifying details that support the main idea, by providing additional information);				
* recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.				

Speaking

By the end of Grade 7, students will:

	Needs Improvement	Satisfactory	Good	Excellent
* contribute to classroom activities and group discussions by expressing and responding to ideas and opinions clearly and appropriately;				
* talk about everyday occurrences by asking for information, identifying and describing events, making predictions, and stating opinions;				
* organize their thoughts and information to convey a message clearly;				
* use effective strategies in developing ideas and addressing problems in group activities (e.g., invite other group members to contribute, ask questions to clarify a point, respond appropriately to suggestions from others);				
* prepare and deliver oral presentations on a topic under study, incorporating varied vocabulary and using simple and compound sentences;				
* create short media works of some technical complexity (e.g., television or radio reports, videos), using appropriate technologies.				

Application of Language Conventions

By the end of Grade 7, students will:

	Needs Improvement	Satisfactory	Good	Excellent
* recognize and use appropriate language structures in oral communication activities;				
* observe the rules of pronunciation and intonation in their speech;				
* correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms), with prompting from the teacher;				
* use a variety of sentence types (e.g., declarative, interrogative, exclamatory) to add interest to their speech.				

Reading Comprehension and Response to Text

By the end of Grade 7, students will:

	Needs Improvement	Satisfactory	Good	Excellent
* summarize and explain the main ideas in informational materials and give supporting details;				
* explain their interpretation of reading materials, supporting it with evidence from the text and from their own knowledge and experience;				
* identify the elements of a story and explain how they relate to one another (e.g., the ways in which plot and character development are interrelated);				
* explain a character's viewpoint in a story, poem, or play;				
* make predictions and draw inferences while reading, using various textual clues;				
* identify different forms of writing (e.g., mystery stories, science-fiction stories, biographies, poems, short stories) and describe their characteristics;				
* plan and execute a research project, using appropriate resources and technologies (e.g., reference books, encyclopedias, magazines, CD-ROMs, the Internet).				

Application of Language Conventions:

By the end of Grade 7, students will:

	Needs Improvement	Satisfactory	Good	Excellent
* recognize and use appropriate language structures in their response to written texts;				
* use reading strategies (e.g., use context clues, reread, take notes) to facilitate comprehension of reading materials;				
* read aloud, with expression, observing the rules of pronunciation and intonation;				
* use and interpret conventions of formal text (e.g., table of contents, headings, subheadings, captions, quotations, glossary, index) to find information and aid comprehension;				

 * use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing Communication of Information and Ideas

By the end of Grade 7, students will:

 * communicate ideas, opinions, and facts for specific purposes (e.g., to provide information, explain a point of view);
 * write short texts in a variety of forms (e.g., stories, book reports, descriptions) to convey facts, personal opinions, and ideas;
 * write a short story that incorporates setting, plot, and character development;
 * take brief notes on and summarize articles, presentations, short films, videos;
 * organize information, using linked paragraphs that convey a central idea and provide supporting details;
 * plan and write a research report, using appropriate resources.

Application of Language Conventions

By the end of Grade 7, students will:

 * use appropriate language structures in their writing;
 * use and spell correctly the vocabulary appropriate for this grade level;
 * extend their use of punctuation to include the following: use of the colon; use of periods after initials (e.g.,C.J. Garnier) and after abbreviations (e.g., Can., Ont.);
 * use a variety of sentence types (e.g., declarative, interrogative, exclamatory) in their written work;
 * use appropriate organizers (e.g., table of contents, headings, charts, index) in their written work;
 * use a thesaurus to expand their vocabulary;
 * revise, edit, and proofread their writing in collaboration with others, focusing on grammar, spelling, punctuation, and conventions of style;
 * use French-English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands. Nouns and Pronouns

 * indirect object pronouns lui, leur
 * expressions of quantity using the partitive (e.g., un peu de lait)

Verbs

 * double verb construction using vouloir, devoir, pouvoir (e.g., Je veux aller à l_x0019_aréna.)
 * passé composé of irregular verbs conjugated with avoir (e.g., faire, devoir, pouvoir, vouloir, voir, prendre)

Adjectives

 * comparative and superlative forms of bon and mauvais

Adverbs

 * comparative and superlative forms of bien and mal

Prepositions and Conjunctions

 * use of pendant, vers

Interrogative Constructions

 * subject/verb inversion (e.g., Regardes-tu la télé?, Comprenez-vous)

Sentence Structure

 * negative form ne . . . plus, ne . . . jamais

GRADE 7 - NATIVE LANGUAGE

Student's Name:_____

Teacher:_____

School Year:_____

Term:_____

Teacher Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
Grade 7: Oral Communication, Reading, and Writing				
Overall Expectations				
By the end of Grade 7, student will:				
+ communicate in various contexts and for a variety of purposes;				
+ demonstrate an understanding of a variety of simple oral texts;				
+ use correctly the grammar and vocabulary elements specified for this grade;				
+ read for a variety of purposes in the writing system used in the program, including information and enjoyment;				
+ write for a variety of purposes in the writing system used in the program;				
+ use information technology to communicate in the Native language;				
+ demonstrate a variety of research skills;				
+ demonstrate knowledge and understanding of aspects of the Native culture studied.10				
Specific Expectations				
Oral Communication				
By the end of Grade 7, students will:				
+ participate in informal conversations as well as in more formal dialogues (e.g., interview a Native speaker from the community on some local issue);				
+ demonstrate an understanding of a variety of short oral texts (e.g., compare short oral stories, identify ideas in short oral texts);				
+ participate in a variety of oral language activities appropriate for the grade (e.g., identify and use various kinds of negative constructions, identify and use different kinds of verbs);				
+ use the local pronunciation correctly;				
+ give oral presentations on aspects of the Native culture studied (e.g., legends, values, traditions).				
Reading				
By the end of Grade 7, students will:				
+ read a variety of simple written texts (e.g., short stories by Native authors, local newsletter in the Native language);				
+ demonstrate an understanding of the information and ideas conveyed in written materials (e.g., identify the main ideas and supporting details in short stories);				
+ participate in a variety of reading activities appropriate for the grade (e.g., explore the language patterns in short stories);				
+ use a variety of reading strategies appropriate for the grade (e.g., draw on personal experience, examine context);				
+ read sentences aloud using proper intonation to convey meaning.				
Writing				
By the end of Grade 7, students will:				
+ write a variety of materials (e.g., summaries of information, dialogues, short stories);				
+ participate in a variety of writing activities appropriate for the grade (e.g., write a dialogue based on an interpretation of a short story);				
+ use vocabulary and language structures correctly in their writing;				
+ use a variety of sentence structures correctly in their writing;				
+ use information technology to communicate in the Native language with other students;				
+ use correct spelling in their writing, drawing on a variety of resources (e.g., personal lexicon, classroom-displayed vocabulary lists, print and electronic dictionaries, spell-check feature of software programs);				
+ demonstrate knowledge and understanding of aspects of the Native culture studied in their writing.				
Grammar, Language Conventions, and Vocabulary				

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied. Language elements

nouns and pronouns

	Needs Improvement	Satisfactory	Good	Excellent
+ pejorative form of nouns - Algonquian (e.g., useless shoe, old coat)				
+ incorporation of nouns to express adjectival ideas (e.g., nice house, rotten potatoes)				

+ the indefinite number form of nouns (e.g., doors [any number of doors], chairs [any number of chairs])

+ the augmentative form of nouns (e.g., big table)

verbs

+ uses of various kinds of verbs (e.g., transitive, intransitive, voluntative, subjective, objective)

+ uses of various tenses (e.g., present, past, future)

+ various kinds of verbs (animate intransitive, inanimate intransitive, transitive animate, transitive inanimate) in obviative constructions - Algonquian

+ transitive interactive pronominal prefix (e.g., she likes me; I saw him)

syntax

+ language structures used in various kinds of negative sentences (e.g., There is no bread left; They didn't go to the lake; No one spoke)

+ obviative and proximate nouns and pronouns in sentences - Algonquian (e.g., Peter talked to Mark while he [Peter] worked)

Vocabulary

+ words used in division

+ words associated with plants and trees

Spelling

+ correct spelling of words and phrases studied

+ use of resources to confirm spelling (e.g., personal lexicon, classroom-displayed vocabulary lists, print and electronic dictionaries, spell-check feature of software programs)

+ correct use of diacritical marks - Cree, Oji-Cree, Iroquoian languages