Ontario

Ministry of Education

Curriculum Expectations
GRADE 7

for

English Language
French as a Second Language
Mathematics
Science and Technology
History
Geography
Health & Physical Education (Interim)
The Arts

2010

Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations	Grade 7

A. DANCE

OVERALL EXPECTATIONS

7a1	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;
7a2	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;
7a3	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.

Elements of dance

7a4	body: body awareness, use of body parts, body shapes, locomotor and non-locomotor movements, body bases, symmetry versus asymmetry, geometric versus organic shape, angular versus curved shape, isolation of body parts (e.g., moving just the shoulder when the rest of the body is still), weight transfer (e.g., lunge, leap, roll)
7a5	space: levels, pathways, directions, positive versus negative space, proximity of dancers to one another, various group formations, performance space (e.g., confined, large)
7a6	time: pause, freeze, with music, without music, duration, rhythm, tempo, acceleration/deceleration
7a7	energy: effort, force, quality, inaction versus action, percussion, fluidity (e.g., wring, dab, mould, flow, bind)

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7a8	relationship: dancers to objects, opposition, groupings (e.g., large and small groups), meet/part, follow/lead, emotional connections between dancers, groupings

A1. Creating and Presenting

7a9	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) Teacher prompt: “While listening to this piece of music, record on paper words, pictures, and shapes that come to mind and think of how you can translate these abstract images into movement.”
7a10	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) Teacher prompts: “What are some images from your poem that you could represent in dance? How would you do so?” “What elements of dance (e.g., movements, levels, pathways) would best communicate the different perspectives presented in your writing or media presentation?”
7a11	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]) Teacher prompts: “What new manipulation that we haven’t explored yet could you use to create another variation on the original phrase (theme)?” “Can we use the same set of movements to show bullying from the perspective of a variety of people? How will the movements have to change to show the different perspectives? Show me.”
7a12	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) Teacher prompt: “What message could be conveyed by a repeated pattern? What message might be conveyed when you interrupt a repeated pattern?”

A2. Reflecting, Responding, and Analysing

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7a13	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) Teacher prompt: "What statement did the dance we just watched make about global warming? Do you agree or disagree with the message the dance conveyed? Why? Was the message effectively conveyed?"
7a14	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) Teacher prompts: "How did the use of the canon form emphasize the message of the dance piece?" "How did the fact that the dancers performed in theatre in the round help reinforce their message of confinement?"
7a15	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) Teacher prompts: "When creating dance pieces, do you prefer to translate literature into dance or to use themes and ideas of your own? Why?" "As an audience member, what do you look for to help you understand what is being said? The dancers' body actions, perhaps? What other elements? Do you think your interpretations are usually accurate? Can you give an example when you showed particularly good understanding of the dancers' message?"

A3. Exploring Forms and Cultural Contexts

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Subject: The Arts

The Arts (None) Expectations	Grade 7

7a16	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 Native dancing and European jigs) Teacher prompt: “How did the dances of the Acadians evolve when they were forced to immigrate to Louisiana? What factors influenced this evolution?”
7a17	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) Teacher prompts: “How has the way the media depict dance influenced the way you feel about your own dancing?” “How has dance in the media influenced your body image?” “Are the traditional dances of your community shown in the media? Do the media depictions give an accurate idea of the dances of your community as you experience them?”

B. DRAMA

OVERALL EXPECTATIONS

7a18	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;
7a19	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;
7a20	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.

ELEMENTS OF DRAMA

Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations — Grade 7

7a21	role/character: considering motivations of historical and fictional characters; considering various facets of multidimensional characters; revealing character through the use of props and movement/blocking; maintaining commitment to role
7a22	relationship: developing and analysing multidimensional relationships in the drama
7a23	time and place: improvising with/adapting available materials to establish setting; using blocking (e.g., when and where to move) and stage areas (e.g., upstage right, downstage centre) in planning and performance
7a24	tension: using sound, lighting, technology, and stage effects to heighten tension; using foreshadowing to create suspense
7a25	focus and emphasis: using a range of devices and effects to highlight specific aspects of the performance for the audience

B1. Creating and Presenting

7a26	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 artefacts to present a persona associated with a past historical event) Teacher prompt: “What drama conventions (e.g., mime, overheard conversation, a day in the life) could you use to inform the audience about the events leading up to the issue? What roles should be adopted to represent the range of perspectives related to the key themes of our drama (e.g., differing world views of Europeans and Aboriginal people at the time of contact)?”

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Subject: The Arts

The Arts (None) Expectations	Grade 7

7a27	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) Teacher prompts: “Which convention will you use to begin the piece? End the piece?” “What roles could be introduced to explore the relationships in more detail?”
7a28	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 Teacher prompts: “How could you use the conventions of flashback and flash forward to examine turning points and major decisions in your drama piece?” “How might you physically represent the different emotions experienced by different characters in the drama?”
7a29	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) Teacher prompts: “What is different when we develop a drama for a recording studio versus the classroom, a street or mall performance, or an arts night performance?” “How could you use sound technology to help listeners visualize the action of a radio drama?” “How could you use lighting and projection technology to enhance the setting for your stage production?” “What images could you project that would provide a clarifying contrast to the action on the stage?”

B2. Reflecting, Responding, and Analysing

Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations	Grade 7

7a30	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) Teacher prompt: "This drama presented one side of an environmental issue. Whose perspective is missing? Why do you think it has been left out? How do you feel about that? What words might you give to this voice?"
7a31	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) Teacher prompts: "How do the elements work together to convey a message?" "Do you think the central character's intentions are clearly communicated? What evidence can you give to support your point of view?" "In what ways did (drama convention X) help establish the context of the drama?"
7a32	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) Teacher prompts: "What aspects of drama do you enjoy most?" "What skills are you most proud of?" "Can you identify one skill that you feel you need to practise?" "In what ways did you contribute to the group's collaborative drama?"

B3. Exploring Forms and Cultural Contexts

7a33	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) Teacher prompt: "How have some theatre productions changed as they are reinterpreted by performers in different times and places? What do you think the changes tell us about the societies that produced them?"

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The Arts (None) Expectations	Grade 7

7a34	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) Teacher prompts: "Why is it beneficial to have local theatre groups in our community?" "What theatre jobs require performance skills?" "If you interviewed people involved in drama or theatre in the community (e.g., actors, directors, theatre group members, playwrights, designers), what could you ask them about the value they place on theatre as part of their own lives and the life of the community?" "What value do you think your work in drama has in your own life? In the life of the community?"

C. MUSIC

OVERALL EXPECTATIONS

7a35	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;
7a36	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;
7a37	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.

ELEMENTS OF MUSIC

7a38	duration: tempo markings (e.g., allegro, vivace, largo), rhythms in the repertoire they play and/or sing
7a39	pitch: blues scale, grand staff, keys encountered in the repertoire they perform

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The Arts (None) Expectations	Grade 7

7a40	dynamics and other expressive controls: articulation and expression marks encountered in the repertoire they perform (e.g., marcato, maestoso)	
7a41	timbre: tone colour of complex ensembles (e.g., jazz, gamelan, choral, orchestral)	
7a42	texture/harmony: major and minor triads	
7a43	form: 12-bar blues	
C1. Creating and Performing		
7a44	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) Teacher prompt: “How long are the phrases in this example? What will you need to do to bring out the phrasing?”	
7a45	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) Teacher prompts: “In your chant, how did you communicate your message through the elements of music you focused on?” “How will changing the tempo affect the mood of the piece?”	

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7a46	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) Teacher prompt: “Which instrumental sounds might you use to represent the colours in the painting? Why?”	
7a47	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) Teacher prompt: “What do we know about the conventions for performing a march that can help us determine how best to play this piece?”	
7a48	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) Teacher prompts: “Why is it important to know how the major scale is constructed when reading and writing music?” “How are contemporary Canadian Aboriginal musicians ensuring that their oral traditions are being preserved?”	
C2. Reflecting, Responding, and Analysing		
7a49	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) Teacher prompt: “Art works by visual artist Viktor Hartmann inspired Modest Mussorgsky to compose Pictures at an Exhibition. Having listened to this piece, how would your musical interpretation of the art works be different from Mussorgsky’s? What inspires your creation of music?”	

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Subject: The Arts

The Arts (None) Expectations	Grade 7

7a50	C2.2 analyse, using musical 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) Teacher prompt: “How does the addition of rhythm and melody affect the nature of the lyrics in popular music?”	
7a51	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) Teacher prompt: “Write a résumé highlighting your achievements as a musician. What careers related to music would best suit your interests and areas of strength?”	

C3. Exploring Forms and Cultural Contexts

7a52	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) Teacher prompts: “What is the influence or role of music in your family life, your school life, and your social life?” “What do you admire about the musical artists who are key influences in your life?” “How does music connect us, divide us, or call us to action?” “What is the most important role of music in your life?”	
7a53	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) Teacher prompt: “How did the development of the piano and other musical instruments affect composers, performers, and audiences?”	

D. VISUAL ARTS

OVERALL EXPECTATIONS

Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations	Grade 7

7a54	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;
7a55	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;
7a56	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.

ELEMENTS OF DESIGN

7a57	line: lines for expressive purposes; diagonal and converging lines to create depth of space; repetition of lines to create visual rhythm
7a58	shape and form: various shapes and forms, symbols, icons, logos, radial balance
7a59	space: use of blue or complementary colours in shadows and shading to create depth; one- and two-point perspective; open-form sculpture versus closed-form sculpture; installations
7a60	colour: analogous colours; transparent colour created with watercolour or tissue paper decoupage Note: In creating multimedia art works, students may need some understanding of different colour models, such as RGB and CMY(K), and websafe colours.
7a61	texture: textures created with a variety of tools, materials, and techniques (e.g., use of texture in a landscape work)

Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations	Grade 7

7a62	value: shading (e.g., modulation, scumbling, stippling)
PRINCIPLES OF DESIGN	
7a63	unity and harmony: radial balance (e.g., a mandala); similarity (e.g., consistency and completeness through repetition of colours, shapes, values, textures, or lines); continuity (e.g., treatment of different elements in a similar manner); alignment (e.g., arrangement of shapes to follow an implied axis); proximity (e.g., grouping of related items together)
D1. Creating and Presenting	
7a64	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) Teacher prompts: “How will your art work convey opposing perspectives on an issue that you have chosen to explore (e.g., consumerism versus sustainability, land development versus conservation, global warming, poverty)?” “With the symbols you have chosen, how can you show resolution as clearly as you have shown conflict?” “How does your installation communicate the benefits and challenges of environmental stewardship?”
7a65	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) Teacher prompts: “How will you use colour to unify your art work and convey your message?” “How can you create unity and harmony in your landscape painting by repeating shapes and selected analogous colours?” “How can you lead the eye through the painting using implied directional lines along a diagonal axis?”

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The Arts (None) Expectations	Grade 7

7a66	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) Teacher prompts: “How could you elaborate on the visual metaphor in your logo? How could you simplify the design of the logo and still retain a balance between positive and negative shapes?” “How could you change the colours, values, and symbols used in a print advertisement for a popular soft drink to convey an objection to consumerism?”
7a67	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) Teacher prompts: “What aspects of your subject’s personality will you emphasize or exaggerate in your gargoyle or portrait?” “How do different printmaking techniques limit or change your choices of design and subject matter?”

D2. Reflecting, Responding, and Analysing

Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations	Grade 7

7a68	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) Teacher prompts: "What mood do you think is created by the artist in each painting?" "What do you think is the relationship between artistic intent and the expressive work?" "How might others understand this image differently because of differences in age, life experience, culture, or beliefs?" "Why is it important for people to be able to evaluate visual images as a part of daily life?" "How do individual and societal values affect our response to art?"
7a69	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) Teacher prompts: "Notice how many different colours Cézanne used to paint the pear. Which colour relationship (complementary or analogous) has he used to show the shadow on the pear as blue-green while the highlights are bright yellow?" "How are artistic layout considerations of image and text used in this art work to convey its message?"
7a70	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, or "borrowed", from the original ad) Teacher prompts: "What symbols can you identify in this art work?" "How can art be seen as a visual metaphor?" "How can an object represent an idea, a concept, or an abstraction?" "What do you think are examples of universal symbols?" "What images do the media use to target youth?"

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Subject: The Arts

The Arts (None) Expectations	Grade 7

7a71	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) Teacher prompts: "When you planned your mixed media art work, what sources did you use? What strategies did you use to plan your design? What was the message of your art work? What would you do differently next time?" "How does your art work show originality and imagination in the way it expresses your thoughts, experiences, and feelings?" "What feelings were you trying to convey by using bold colours in your self-portrait?" "Are there other possible solutions to the design problem?"

D3. Exploring Forms and Cultural Contexts

7a72	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, and reflect society's beliefs and traditions) Teacher prompts: "How are the content and medium chosen by an avant-garde artist affected by the time, place, and society in which the work is created?" "Compare the ways in which Impressionist artists and contemporary Cree artists depict nature. How are they different?" "How are the designs of Frank Gehry (a contemporary architect) similar to and different from those of Antoni Gaudí (an art nouveau architect who worked in Spain)?" "How do the arts allow a culture to define its identity and communicate it to others? What cultural influences can you point to in your own art work?"

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The Arts (None) Expectations	Grade 7

7a73	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 cultural groups in local and global contexts) Teacher prompts: “How does Carl Beam use juxtaposition of traditional Aboriginal symbols and pop culture images to connect personal memory to larger world issues?” “Describe the roles of visual arts in communities around the world. What is our role in supporting visual arts in our community?” “What role does art have in lifelong learning?” “How do the visual arts and media influence the individual and society?”

Curriculum Expectations by Grade

Subject: French as a Second Language

Core French (None) Expectations	Grade 7

Oral Communication, Reading, and Writing

Overall Expectations

7f1	listen to and talk about short, oral texts in structured and open-ended situations;
7f2	read a variety of classroom and simple authentic materials, 200 to 400 words long, and demonstrate understanding;
7f3	communicate information and ideas in writing, in structured and open-ended situations, for different purposes;
7f4	identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

Oral Communication

7f5	use compound sentences in conversations and dialogues (e.g., Les enfants jouent dans la cour et ils s'amusent beaucoup.);
7f6	use language appropriately in a variety of rehearsed, routine, and open-ended situations (e.g., a cassette letter, an anti-smoking or anti-drinking message);
7f7	respond to oral texts (e.g., express opinions) and connect to personal experience;
7f8	give an oral presentation of fifteen to twenty sentences in length (e.g., report on reading material);

Curriculum Expectations by Grade

Subject: French as a Second Language

Core French (None) Expectations	Grade 7

7f9	make revisions to oral language in form, content, and organization (e.g., sequence of sentences, agreement of irregular adjectives), using resources and feedback.	
Reading		
7f10	read at least twelve simple texts (e.g., letters, descriptions, essays), and identify main ideas and some supporting details;	
7f11	produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form (e.g., design a biography card);	
7f12	use various reading strategies to determine meaning, such as verbal cues, structures (e.g., inversion), personal experience, and resources;	
7f13	express personal preferences or reactions to a text.	
Writing		
7f14	write simple and some compound sentences and questions, using familiar and new vocabulary;	
7f15	write in a variety of simple forms (e.g., letters, poems, descriptions), following a model and making substitutions and minor adaptations to the model;	
7f16	revise and edit personal writing, using feedback from the teacher and peers, and using resources including technology;	

Curriculum Expectations by Grade

Subject: French as a Second Language

Core French (None) Expectations	Grade 7

7f17	use and spell the vocabulary appropriate for this grade level.

Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations	Grade 7

Oral Communication

Overall Expectations

7x1	listen and respond to a wide range of spoken texts and media works;
7x2	express ideas and opinions clearly on a range of topics, using correct pronunciation and appropriate intonation.

Listening

7x3	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);
7x4	listen and respond to the viewpoints of others in oral reports and discussions (e.g., by asking relevant questions, offering opinions and interpretations);
7x5	listen to and take notes on presentations and reports;
7x6	demonstrate the ability to concentrate on the topic under discussion (e.g., by identifying details that support the main idea, by providing additional information);
7x7	recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.

Speaking

Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations	Grade 7

7x8	contribute to classroom activities and group discussions by expressing and responding to ideas and opinions clearly and appropriately;
7x9	talk about everyday occurrences by asking for information, identifying and describing events, making predictions, and stating opinions;
7x10	organize their thoughts and information to convey a message clearly;
7x11	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);
7x12	prepare and deliver oral presentations on a topic under study, incorporating varied vocabulary and using simple and compound sentences;
7x13	create short media works of some technical complexity (e.g., television or radio reports, videos), using appropriate technologies.

Application of Language Conventions

7x14	recognize and use appropriate language structures in oral communication activities;
7x15	observe the rules of pronunciation and intonation in their speech;
7x16	correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms), with prompting from the teacher;

Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations	Grade 7

7x17	use a variety of sentence types (e.g., declarative, interrogative, exclamatory) to add interest to their speech.

Reading

Overall Expectations

7x18	read a variety of fiction and non-fiction and demonstrate understanding through a range of oral and written responses.

Comprehension and Response to Text

7x19	summarize and explain the main ideas in informational materials and give supporting details;
7x20	explain their interpretation of reading materials, supporting it with evidence from the text and from their own knowledge and experience;
7x21	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);
7x22	explain a character's viewpoint in a story, poem, or play;
7x23	make predictions and draw inferences while reading, using various textual clues;
7x24	identify different forms of writing (e.g., mystery stories, science-fiction stories, biographies, poems, short stories) and describe their characteristics;

Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations	Grade 7

7x25	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

7x26	recognize and use appropriate language structures in their response to written texts;	
7x27	use reading strategies (e.g., use context clues, reread, take notes) to facilitate comprehension of reading materials;	
7x28	read aloud, with expression, observing the rules of pronunciation and intonation;	
7x29	use and interpret conventions of formal text (e.g., table of contents, headings, sub-headings, captions, quotations, glossary, index) to find information and aid comprehension;	
7x30	use French-English dictionaries to determine the meaning of unfamiliar vocabulary.	

Writing

Overall Expectations

7x31	produce clear written texts, using a variety of forms, for various purposes and in a range of contexts.	

Communication of Information and Ideas

Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations	Grade 7

7x32	communicate ideas, opinions, and facts for specific purposes (e.g., to provide information, explain a point of view);
7x33	write short texts in a variety of forms (e.g., stories, book reports, descriptions) to convey facts, personal opinions, and ideas;
7x34	write a short story that incorporates setting, plot, and character development;
7x35	take brief notes on and summarize articles, presentations, short films, videos;
7x36	organize information, using linked paragraphs that convey a central idea and provide supporting details;
7x37	plan and write a research report, using appropriate resources.

Application of Language Conventions

7x38	use appropriate language structures in their writing;
7x39	use and spell correctly the vocabulary appropriate for this grade level;
7x40	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.);

Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations	Grade 7

7x41	use a variety of sentence types (e.g., declarative, interrogative, exclamatory) in their written work;
7x42	use appropriate organizers (e.g., table of contents, headings, charts, index) in their written work;
7x43	use a thesaurus to expand their vocabulary;
7x44	revise, edit, and proofread their writing in collaboration with others, focusing on grammar, spelling, punctuation, and conventions of style;
7x45	use French-English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

Language Structures

Overall Expectations

7x46	identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Nouns and Pronouns

7x47	indirect object pronouns lui, leur;
7x48	expressions of quantity using the partitive (e.g., un peu de lait).

Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations	Grade 7

Verbs

7x49	double verb construction using vouloir, devoir, pouvoir (e.g., Je veux aller à l'aréna.);
7x50	passé composé of irregular verbs conjugated with avoir (e.g., faire, devoir, pouvoir, vouloir, voir, prendre).

Adjectives

7x51	comparative and superlative forms of bon and mauvais.

Adverbs

7x52	comparative and superlative forms of bien and mal.

Prepositions and Conjunctions

7x53	use of pendant, vers.

Interrogative Constructions

7x54	subject/verb inversion (e.g., Regardes-tu la télé?, Comprenez-vous?).

Sentence Structure

Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations	Grade 7

7x55	negative form ne . . . plus, ne . . . jamais.

Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations	Grade 7

Oral Communication

Overall Expectations

7i1	listen and respond to a wide range of spoken texts and media works;
7i2	express ideas and opinions on a range of topics clearly and coherently, using correct pronunciation and appropriate intonation.

Listening

7i3	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);
7i4	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);
7i5	analyse and interpret the message conveyed in spoken texts and media works;
7i6	demonstrate the ability to concentrate on the topic under discussion (e.g., by staying on topic).

Speaking

7i7	organize their thoughts and information to convey a message clearly and coherently;

Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations	Grade 7

7i8	use effective strategies in developing ideas and addressing problems in group activities (e.g., restate suggestions put forward, askquestions to clarify points of view, negotiate to find a basis for agreement);
7i9	prepare and give oral presentations, incorporating varied vocabulary and sentence structures and using some figurative language (e.g., similes);
7i10	create short media works of some technical complexity (e.g., television or radio reports, videos), using appropriate technologies.

Application of Language Conventions

7i11	recognize and use appropriate language structures in oral communication activities;
7i12	use varied sentence structure to add interest to their speech;
7i13	correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms);
7i14	speak spontaneously and with expression, observing the rules of pronunciation and intonation and providing verbal and non-verbal cues (e.g., volume and tone of voice, facial expressions, gestures).

Reading

Overall Expectations

7i15	read a variety of fiction and non-fiction and demonstrate understanding through a broad range of responses.

Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations	Grade 7

Comprehension and Response to Text

7i16	explain their interpretation of reading materials, supporting it with evidence from the text and from their own knowledge and experience;
7i17	explain how various elements in a story relate to one another (e.g., plot, setting, characters);
7i18	identify the main ideas in informational materials, explain how the details support the main ideas, and comment on the author's point of view;
7i19	describe and compare the characteristics of various forms of writing (e.g., novels, short stories, biographies, articles, reports);
7i20	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

7i21	recognize and use appropriate language structures in their response to written texts;
7i22	use reading strategies (e.g., reread, skim text, take notes) to facilitate comprehension of reading materials;
7i23	read aloud, with expression, observing the rules of pronunciation and intonation;

Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations	Grade 7

7i24	identify and explain the use of stylistic devices in literary works (e.g., similes, metaphors, personification);
7i25	use and interpret conventions of formal text (e.g., footnotes, endnotes, index) to find information and aid comprehension;
7i26	use their knowledge of word origins and derivations to determine the meaning of unfamiliar words and expressions;
7i27	use French-English and French dictionar ies to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

7i28	produce clear, coherent written texts in a variety of forms, adjusting the language to suit the purpose and audience.

Communication of Information and Ideas

7i29	communicate ideas, opinions, and facts clearly and coherently for various purposes (e.g., to inform, explain, persuade);
7i30	select an appropriate form and use appro-priate language in writing for specific purposes;
7i31	write narratives and descriptions, using vocabulary and sentence structures appropriately and effectively;

Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations	Grade 7

7i32	write a short story that incorporates setting, mood, plot, and character;
7i33	take brief notes on and summarize articles, presentations, short videos;
7i34	rewrite a story or part of a story in a different form (e.g., turn a narrative into a song lyric);
7i35	plan and write a research report, using appropriate resources.

Application of Language Conventions

7i36	recognize and use appropriate language structures in their writing;
7i37	use and spell correctly the vocabulary appropriate for this grade level;
7i38	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 semi-colon to separate two principal clauses;
7i39	use a variety of sentence structures and sentences of varying length;
7i40	use a thesaurus to expand their vocabulary;

Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations	Grade 7

7i41	revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;	
7i42	use French-English and French dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.	

Language Structures

Overall Expectations

7i43	identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.	

Nouns and Pronouns

7i44	object pronouns with compound verbs (e.g., Je lui ai donné …) and the infinitive (e.g., Il veut me parler.);	
7i45	object pronouns y and en;	
7i46	interrogative pronouns qui and quoi pre-ceded by a preposition;	
7i47	relative pronoun où (e.g., C’est l’endroit où je l’ai vu.);	
7i48	expressions of quantity using the partitive (e.g., un peu de lait).	

Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations	Grade 7

Verbs

7i49	passé composé of irregular verbs conjugated with avoir (e.g., faire, devoir, pouvoir, vouloir, voir, prendre);
7i50	use of the infinitive as an impératif (e.g., battre les oeufs);
7i51	futur simple of -er, -ir, -re verbs and irregular verbs.

Adjectives

7i52	agreement of the adjective tout (e.g., tout le monde, toutes les fleurs).

Adverbs

7i53	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

7i54	prepositions with geographical names (e.g., en France, au Canada, à Timmins);
7i55	use of car, comme, puisque, afin que, si.

Curriculum Expectations by Grade

Subject: Geography

Geography (None) Expectations	Grade 7

The Themes of Geographic Inquiry

Overall Expectations

7g1	identify and explain the themes of geographic inquiry: location/place, environment, region, interaction, and movement;
7g2	use a variety of geographic resources and tools to gather, process, and communicate geographic information;
7g3	analyse current environmental issues or events from the perspective of one or more of the themes of geographic inquiry.

Knowledge and Understanding

7g4	explain the geographic concept of location/place (e.g., "location" means where a place is and where it is relative to other places; "place" is defined by unique physical and human characteristics);
7g5	explain the geographic concept of environment (e.g., "environment" refers to physical surroundings and conditions, particularly as they affect people's lives);
7g6	explain the geographic concept of region (e.g., a region is a part of the earth's surface that has similar characteristics throughout its extent; the concept of region helps to simplify complex ideas);
7g7	explain the geographic concept of interaction (e.g., the environment provides opportunities and challenges; people change the environment as they use it);
7g8	explain the geographic concept of movement (e.g., "movement" refers to the flow of people, goods, and information and the factors that affect this flow).

Curriculum Expectations by Grade

Subject: Geography

Geography (None) Expectations — Grade 7

Inquiry/Research and Communication Skills

7g9	formulate questions to guide and synthesize research on an environmental issue (e.g.,What is the effect on various groups of the government moratorium on cod fishing? What role does an environmentalist play in the planning of an urban community?);
7g10	locate and use relevant information from a variety of primary and secondary sources (e.g., primary sources: interviews, statistics, aerial photographs, satellite images, live telecasts; secondary sources: maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet sites);
7g11	communicate the results of inquiries about different points of view on an issue, using computer slide shows, videos, web-sites, oral presentations, written notes and reports, drawings, tables, charts, diagrams, maps, models, and graphs (e.g., write and produce an interview presenting a perspective on government restrictions on fishing);
7g12	use appropriate vocabulary (e.g., phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region) to describe their inquiries and observations.

Map, Globe, and Graphic Skills

7g13	create and use maps for a variety of purposes (e.g., a thematic map of hurricane regions that illustrates an environmental pattern, a thematic map of deforested areas).

Application

7g14	apply the perspective of one or more themes of geographic inquiry to produce a report (e.g., newspaper, television, radio, website) on an actual or fictional environmental event (e.g., forest fires, illegal dumping, an oil spill, deforestation, an epidemic, drought, the development of a new mine, the depletion of fish stocks);
7g15	choose an environmental issue that illustrates one of the themes of geographic inquiry and explain why various individuals and groups have different opinions on the issue (e.g., theme of interaction: wilderness conservationists versus loggers);

Curriculum Expectations by Grade

Subject: Geography

Geography (None) Expectations	Grade 7

7g16	create a visual presentation (e.g., computer slide show, storyboard, poster, video) to report on how conditions in and around the school illustrate the five themes of geographic inquiry.

Patterns in Physical Geography

Overall Expectations

7g17	identify patterns in physical geography and explain the factors that produce them;
7g18	use a variety of resources and tools to gather, process, and communicate geographic information about the earth's physical features and patterns;
7g19	explain how patterns of physical geography affect human activity around the world.

Knowledge and Understanding

7g20	identify various types of landforms and explain how they are used to describe regions;
7g21	identify and describe world landform patterns (e.g., fold mountains along the west coast of North and South America, continental drainage basins and river systems);
7g22	explain how world climate patterns result from the interaction of several factors (i.e., latitude, altitude, global wind systems, air masses, proximity to large bodies of water, ocean currents);
7g23	identify the effects of natural phenomena (e.g., tornadoes, earthquakes, hurricanes) on people and the environment;

Curriculum Expectations by Grade

Subject: Geography

Geography (None) Expectations	Grade 7

7g24	explain how natural vegetation patterns result from the interaction of several factors, including climate, landforms, soil types, and competition for available nutrients (e.g., landforms: plains/grains; climate: tropics/fruit);
7g25	identify major river systems of the world (e.g., the Amazon, the Nile, the St. Lawrence, the Mississippi, the Yangtze) and describe their drainage patterns as either dendritic or trellis;
7g26	identify the characteristics of the three types of agriculture subsistence, commercial, and specialized and the differing climate, topography, and soil conditions that are favourable to each type;
7g27	describe how the following major factors influence commercial agriculture: location, climate, raw materials, market, labour, transportation.

Inquiry/Research and Communication Skills

7g28	formulate questions to guide research for a comparative study of physical patterns (e.g.,What features characterize different types of river drainage systems around the world? What are the similarities and differences between the Cascade Mountains and the Rocky Mountains? What effect does pollution of the Great Lakes have on the lives of Canadians? What effect does acid precipitation have on the forest industry?);
7g29	locate relevant information using a variety of primary and secondary sources (e.g., primary sources: aerial photographs, satellite images, interviews, field studies; secondary sources: climate maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
7g30	communicate the results of inquiries and analyses for specific purposes and audiences, using computer slide shows, videos, websites, oral presentations, written notes and descriptions, drawings, tables, charts, diagrams, maps, models, and graphs (e.g., create a map showing the relationship between physical features of the country and recreational activities; create a model of different physical patterns; present a computer slide show of how the mountain ranges of the world were created);

Curriculum Expectations by Grade

Subject: Geography

Geography (None) Expectations	Grade 7

7g31	use appropriate vocabulary, including correct geographic terminology (e.g., classify, climate graph, pattern, latitude, altitude, contour lines), to describe their inquiries and observations.	

Map, Globe, and Graphic Skills

7g32	use a variety of thematic and topographic maps to identify patterns in physical geography;	
7g33	construct, interpret, and compare climate graphs;	
7g34	use contour lines to represent elevation on maps (e.g., Mount Olympus, Mount Pelée, Fuji-san);	
7g35	draw cross-sectional diagrams from topographic maps (e.g., of landforms, river profiles).	

Application

7g36	investigate and report on world patterns of landforms, climate, and vegetation that are favourable to specialized types of commercial agriculture (e.g., tree farming, potatoes, cotton, rice, coffee, bananas, tobacco, sugar cane, sheep, beef, dairy farming);	
7g37	investigate the physical features and climate of a variety of popular tourist destinations and use a decision-making model to select an ideal travel destination.	

Natural Resources

Overall Expectations

Curriculum Expectations by Grade

Subject: Geography

Geography (None) Expectations	Grade 7

7g38	describe how humans acquire, manage, and use natural resources, and identify factors that affect the importance of those resources;
7g39	use a variety of resources and tools to gather, process, and communicate geographic information about the distribution, use, and importance of natural resources;
7g40	describe positive and negative ways in which human activity can affect resource sustainability and the health of the environment.

Knowledge and Understanding

7g41	describe a variety of ways in which people use and manage renewable, non-renewable, and flow resources to meet their needs;
7g42	identify patterns in the distribution and use of natural resources throughout the world;
7g43	describe ways in which technology has affected our use of natural resources (e.g., with respect to their discovery, management, extraction, processing, and marketing);
7g44	explain the concept of sustainable development and its implications for the health of the environment;
7g45	describe the economic importance of natural resources to a particular country (e.g., fish along Canada's coasts, diamonds in South Africa, oil in the Middle East).

Inquiry/Research and Communication Skills

Curriculum Expectations by Grade

Subject: Geography

Geography (None) Expectations	Grade 7

7g46	formulate questions to guide research into problems and points of view regarding the management and use of natural resources (e.g., How important are Canada's mineral deposits and extraction to the country's economy? What effect would the discovery of a new gold or diamond deposit have on its surrounding area? How can we ensure the sustainability of a resource? How might changes in technology affect natural resource extraction and use?);
7g47	locate and record relevant information from a variety of primary and secondary sources (e.g., primary sources: eyewitness interviews, field studies; secondary sources: maps, illustrations, diagrams, print materials, videos, CD-ROMs, Internet sites);
7g48	communicate the results of inquiries for specific purposes and audiences using computer slide shows, videos, websites, oral presentations, written notes and descriptions, drawings, tables, charts, diagrams, maps, models, and graphs (e.g., create a poster to promote the proper use of a natural resource; stage a debate on a proposal to extract a resource in an environmentally sensitive area such as the tundra or the ocean floor);
7g49	use appropriate vocabulary, including correct geographic terminology (e.g., flow resource, non-renewable, renewable, sustainable development), to describe their inquiries and observations.

Map, Globe, and Graphic Skills

7g50	produce maps showing locations of Canada's natural resources;
7g51	use thematic maps to identify patterns of natural resources (e.g., locations of valuable minerals).

Application

7g52	produce a report (e.g., newspaper, television, website) on the factors that affect the future availability of natural resources (e.g., overfishing, clear-cut logging, urban sprawl, accessibility of resource deposits);

Curriculum Expectations by Grade

Subject: Geography

Geography (None) Expectations	Grade 7

7g53	present and defend a point of view on how a resource should be used.

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations	Grade 7

Living skills

Overall expectations

7p1	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.

1. Living Skills

7p2	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.”
7p3	Personal Skills (PS) 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)

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations	Grade 7

7p4	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)
7p5	Interpersonal Skills (IS) 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)
7p6	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

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations	Grade 7

7p7	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;
7p8	A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
7p9	A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

A1. Active Participation

7p10	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] Teacher prompt: “What does healthy competition look like? How does it contribute to active participation?” Student: “Healthy competition includes doing your best and pushing yourself to play as hard as you can, whether you are competing with yourself or as a member of a team. It contributes to active participation by giving you a goal that makes you want to be completely involved. Competition isn’t healthy if you are just playing to win without following rules of etiquette and fair play.”

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations	Grade 7

7p11	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] Teacher prompt: “What is a physical activity that you like to do or a skill that you like to practise? What is it in these games or skills that you particularly like?” Students: “I love to run fast. I can do that in cross-country running, soccer, and tag.” “I love activities that provide a mental challenge as well as a physical challenge. For example, in my karate class after school, I have to think about how I’m going to execute every move that I perform. I also like team games because they involve strategy.”	
7p12	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] Teacher prompt: “What motivates you to be active, and what stops you from being more active?” Student: “I love to dance. I would like to be able to take a dance class every day, but it is too expensive and I can’t afford the time, so I take a class twice a week and dance on my own or with my friends whenever I can.”	

A2. Physical Fitness

7p13	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] Teacher prompt: “How do you know that you are being active to the best of your ability when participating in physical activities?” Student: “It is a personal measure. I know what it feels like to push myself hard. My heart rate goes up, I breathe faster, I get hot, and my muscles get tired. I know that if I am taking frequent breaks, not breathing very hard, or not feeling my muscles work, I am not working my hardest for that activity.”	

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations	Grade 7

7p14	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] Teacher prompt: “During puberty, bodies change in size and shape. This can have an effect on your energy levels and on your level of participation in fitness activities. What other factors can affect your fitness development?” Student: “How I am feeling about my body can affect the kind of activities I choose to do. Having access to safe places to be active outdoors would help me be more active. Good nutrition is important for fitness, so I can help to develop my fitness by eating healthy foods that provide energy for being active.” Teacher prompt: “What are some things you can do to develop your fitness?” Student: “I need to do different kinds of activities, such as aerobic, stretching, and strengthening activities, to develop different aspects of fitness. If I am working on my cardiorespiratory endurance, I need to gradually increase the length and frequency of my workouts and also the intensity of my training. I can gradually increase the number of laps I do, or the length of time I am active, to build up my endurance. If I am working on improving my flexibility, I need to do specific stretches for the parts of my body that I’m working on.”
7p15	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] Teacher prompt: “What is a good indication that your fitness is getting better?” Student: “Tracking my heart rate recovery time and how I feel during activities is an indication of my fitness level. If my heartbeat is returning to its resting rate fairly quickly after I work out, then I know that my cardiorespiratory fitness is improving. Checking how I feel after skipping or playing soccer at recess also gives me information about my fitness level.”

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations	Grade 7

7p16	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] Teacher prompt: “What things do you need to consider when you set a short-term fitness goal? How do you know if you have accomplished your goal?” Student: “I need to consider what aspects of health-related fitness I want to focus on, then I need to identify what I can do to improve or maintain those aspects of my fitness. I need to think about what will help me accomplish my plan. If I set a goal to improve my core strength, I would need to think about what activities would be most helpful, and then about what activities I like to do that are both available and affordable for me. I might join a yoga or Pilates class, but if one were not available in my community, I would need to think about alternatives. I could do activities on my own at home, or I might be able to use a video that would help me, or work out with a friend. To know if I had accomplished my goal, I would need to track how I am feeling and compare what I was able to do before I started with what I could do after I had worked on my fitness for a while. Depending on the results, I might need to consider doing some things differently.”	

A3. Safety

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations	Grade 7

7p17	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] Teacher prompt: “What does all safe behaviour in physical activity have in common, whether you are participating in activities at school or in the community?” Student: “Wherever you are participating, you need to be aware of yourself and others in your surroundings. Also, depending on the activity, you need to apply appropriate safety procedures. Using good judgement, thinking for yourself, and thinking before you act are good general guidelines.”
7p18	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] Teacher prompt: “Being safe helps you enjoy your time outdoors. When cycling on a forest trail, what do you need to be mindful of?” Student: “I need to make sure to wear a helmet, follow trail etiquette, and stay in control, so that if there is a fallen tree or another unexpected object on the trail I can avoid it and not be hurt. By following trail etiquette, I am less likely to get into situations where I can hurt myself or somebody else, or damage the environment.” Teacher prompt: “What can you do to protect yourself from the sun’s UV radiation outdoors?” Student: “I need to be aware of the UV index for the day and limit my time in the sun during peak periods. I can protect myself by wearing sunglasses and a hat and applying sunscreen.” Teacher prompt: “What should you do if you find a pothole on the playing field?” Student: “I should do something to warn everyone of the danger – for example, I could put a pylon on the pothole.”

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations	Grade 7

B. Movement Competence: Skills, Concepts, and Strategies

Overall expectations

7p19	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;
7p20	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.

B1. Movement Skills and Concepts

7p21	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] Teacher prompt: “When doing a series of steps, jumps, and balances in a dance routine, what helps you to maintain control and make the movement transitions smooth?” Student: “Holding my muscles tight, practising transitions between movements, counting the steps in my head, matching my steps to the rhythm of the movement, and asking for feedback from a partner.”

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations	Grade 7

7p22	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] Teacher prompt: “Describe how your running changes as you approach a long jump. How is it different with a high jump?” Student: “With a long jump, I should be running my fastest just before I take off, so that I have the maximum forward momentum. With a high jump, I need to change my forward momentum to upward momentum, so I should run in a C or a J pattern, starting out fast, then slowing down a little just before I take off to go over the bar.” Teacher prompt: “How can you move your body to show a response to different types of music in a dance sequence that you are putting together?” Student: “For loud and dramatic music, we could use large movements with lots of arm action. Our movements might be smooth or sharp, depending on the rhythm of the music.”
7p23	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] Teacher prompt: “How do you need to adjust your position when receiving a pass on the move?” Student: “When receiving a pass, I need to have my weight forward and on my toes so that I’ll be ready to move in different ways, depending on how fast the object is coming. When receiving an object when I am on the move, I may need to back up and be prepared to absorb the force if it is coming quickly. If it is coming slowly, I may need to move forward quickly in time to meet the object.”

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations	Grade 7

7p24	B1.4 demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through), 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] Teacher prompt: “Watch a partner serve a volleyball underhand against a wall. What are some tips you can share with your partner to help him/her send the volleyball successfully?” Student: “Start in a ready position and prepare by holding the ball in your opposite hand. To serve underhand, bend your knees and step with the opposite foot, swing your striking arm back, then swing it straight forward, with force, in the direction you want the ball to go. Shift your weight forward as your hand contacts the ball. Follow through in the direction of the target.”	

B2. Movement Strategies

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations — Grade 7

7p25 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]
Teacher prompt: “We’ve been trying out some traditional Inuit physical activities, like leg wrestling, push-up hop, and jump kick. What movement skills and components of fitness do you need for these activities?”
Student: “All of these activities require stability skills and some locomotor skills. They also require physical strength, endurance, and agility. With leg wrestling, you need core strength and also balance. With the push-up hop, you need strength to be able to move forward while hopping in a push-up position. For the jump kick, you need flexibility as well as strength and balance to be able to kick an object that is held over your head.”
Teacher prompt: “Why do you need to consider etiquette and how to work well with others when engaging in various kinds of activities?”
Student: “When doing an activity with others, you need to be able to work together to agree on things like team selection, rules, equipment, and boundaries. If teams are uneven or rules make the activity too challenging, the game isn’t fun. Rules of etiquette are needed to ensure that people show respect for each other. Even with individual activities, you need to be aware of proper etiquette in relation to others. For example, when jogging, you show respect for others when passing on sidewalks. Another part of etiquette is showing that you respect the environment as well as other people. For example, you could show that you respect the environment when running by staying on trails or pathways rather than running off the path.”

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations	Grade 7

7p26 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]
Teacher prompt: “Territory games such as lacrosse, basketball, ultimate disc, rugby, soccer, broomball, speedball, ringette, wheelchair basketball, goal ball, and sledge hockey all involve controlling an object, keeping it away from opponents, and working together as a team to move it across the playing area until someone on the team can score. These games commonly involve the use of kicking, carrying, running, and/or throwing skills. Territory games have the most complex structures of all of the game categories because of the number of variables and the number of people involved. What strategies might you apply in any territory game?”
Student: “Teamwork is very important in all of these games. When you or your team has the object, important strategies involve focusing on ways of working together as a team to keep possession of the object, moving it down the playing area, and getting into an open space so you can either receive a pass or get a clear shot at the goal. When you do not have the object, important strategies include working together as a team to try to regain possession of the object by staying between the offensive player and the goal, and using your hands, feet, or stick (depending on the game) to keep your opponent from scoring.”
Teacher prompt: “Territory games often involve fast transitions from offence to defence. How is this different from net/wall activities, striking/fielding activities, or target activities?”
Student: “Because the transition from offence to defence is often very quick in territory activities, players need to be ready to switch directions and strategies as the play changes. That also happens in net/wall activities, but in those games, each team stays on its own court while changing from offence to defence. In striking/fielding and target activities, there is a stop in the game as teams switch from offence to defence, so the pace is slower and more controlled.”
Teacher prompt: “Consider what is similar about activities like canoeing, triathlons, and track and field. What do these activities have in common, and what strategies might you use in all of these activities?”
Student: “These activities all involve a combination of skills. With canoeing, you need to paddle, but often you also need to be able to carry the canoe. A triathlon involves swimming, biking, and running. There are a number of activities in track and field, including running races of different distances and different types of jumps and throws. In each of these activities, you need to practise and develop your fitness to improve. Strategies for all these activities focus on pacing and on planning transitions from one phase of the activity to

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations	Grade 7

	another."	
7p27	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] Teacher prompt: "How do you make it difficult for opponents to hit the ball in striking/ fielding activities?" Student: "Change the speed and pathway of the ball. Change the level of the throw. Put a spin on the ball."	

C. Healthy living

Overall expectations

7p28	C1. demonstrate an understanding of factors that contribute to healthy development;	
7p29	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;	
7p30	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.	
7p31	(Growth and Development 1998) 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);	

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations — Grade 7

C1. Understanding Health Concepts

7p32	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; cyber stalking; hearing damage and/or traffic injuries from earphone use; financial losses from online gambling; potential for addiction), and identify protective responsesTeacher prompt: "What are some ways of protecting your safety when using a computer at home or in a public place?"Student: "Everyone should be aware that anything they write or post could become public information. If you do not want someone else to know about something, you should not write about it or post it. You should never share your password. If you are a target of online harassment, you should save and print the messages you received and get help from a parent, teacher, or other trusted adult."Teacher prompt: "The practice of sending explicit sexual messages or photos electronically, predominantly by cell phone - is a practice that has significant risks. What are some of those risks?"Student: "Photos and messages can become public. They can be manipulated or misinterpreted. If they become public, they can have an impact on future relationships and even jobs."

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations	Grade 7

7p33	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] Teacher prompt: “Problematic substance use is a term that refers to the use of substances in ways that are potentially harmful. It includes both substance misuse, which is the use of substances in ways that are illegal or not recommended medically, and substance abuse, which involves excessive use of substances despite the physical, mental, emotional, social, legal, or economic harm that this may cause to oneself or others. Problematic substance use and mental illness are often closely connected. Many people suffer from both, although it is important to note that one doesn’t necessarily cause the other. In some cases, the causes may be quite different, or both may be caused by a common factor, which could be genetic, developmental, or environmental. For example, traumatic events (an environmental factor) can lead to both mental health and substance use problems. In other cases, mental illness may contribute to problematic substance use: alcohol and drugs may be used as a means to cope with a mental illness and may make the symptoms of the illness worse. Conversely, long-term drug use can lead to a loss of contact with reality and to the development of delusions and other psychotic symptoms similar to those seen in some mental illnesses. What are some mental illnesses that are sometimes connected with problematic substance use?” Student: “Depression, eating disorders, anxiety disorders, bipolar disorder, and schizophrenia are sometimes associated with problematic substance use.”	

C2. Making Healthy Choices

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations — Grade 7

7p34 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] Teacher prompt: “What you eat can contribute positively to your overall health, but it can also contribute to health problems. Eating healthy foods gives you the vitamins, minerals, and nutrients you need to be healthy. An unhealthy diet is one of many factors, including obesity, physical inactivity, smoking, and high blood pressure, that can increase the risk of illness and disease. Fruit and vegetable consumption helps protect against a variety of cancers, whereas a diet high in red meat and processed meat has been linked to an increased risk of cancer. Avoiding sticky foods and following good oral hygiene practices helps reduce the risk of tooth decay. Getting enough calcium from dairy products, calcium-fortified soy beverages, vegetables, and fish or meat alternatives when your bones are growing can help prevent the development of osteoporosis in later years. Avoiding high-fat foods can help reduce the risk of cardiovascular disease and obesity. A healthy diet that follows the recommendations of Canada’s Food Guide, contains plenty of fruits and vegetables and high-fibre foods, and avoids unhealthy (saturated and trans) fats can help you maintain a healthy weight and prevent illness.”

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations — Grade 7

7p35 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]
Teacher prompt: “What kind of support will the person who was bullied and the bystander need?”
Student: “They need to be listened to and given a chance to express their feelings about the harm that has been done and to contribute their ideas about what needs to be done to put things right. They need to be given help to make sure the bullying stops. They might be afraid and may need counselling to recover emotionally from being bullied or witnessing bullying.”
Teacher: “Repair processes such as restorative justice might be put in place for the person who did the bullying in order to prevent the incident from happening again. Restorative justice puts the emphasis on the wrong done to the person as well as the wrong done to the community. It requires wrongdoers to recognize the harm they have caused, accept responsibility for their actions, and be actively involved in improving the situation. What has to occur before this can happen?”
Student: “The person who did the bullying has to admit guilt and accept responsibility for his or her actions. He or she needs to participate willingly in the process. The person who was targeted also needs to participate willingly, without feeling pressured. It is really important for their participation to be voluntary and for the process of restorative justice not to cause further harm. Trained facilitators can make sure that the restorative justice program is helpful to everyone.”
Teacher prompt: “What are some of the consequences of using homophobic put-downs or racial slurs? How can this hurtful behaviour be prevented?”
Student: “Using homophobic or racist language is discriminatory. It hurts the people who are targeted and it can have harmful consequences for the whole atmosphere in the school. Sometimes, people speak without thinking about what they are actually saying and how they are hurting others. To change this behaviour, everyone needs to take responsibility for the words they use and also to challenge others who make discriminatory comments or put people down.”
Teacher prompt: “Inappropriate sexual behaviour, including things

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations		Grade 7
	like touching someone's body as they walk by in the hall, making sexual comments, or pulling pieces of clothing up or down, is a type of harassment. What can you do to stop this kind of thing?" Student: "Don't accept it if you see it happening. Tell the person to stop or report them." Teacher prompt: "A common form of harassment is spreading hurtful gossip about others. Is this type of bullying any less harmful than physical bullying? How can it be stopped?" Student: "Verbal and social bullying are just as harmful as physical bullying. There are legal consequences for physical assault and for verbal harassment. If we hear it or see it, we should not accept it. It is up to everyone to make sure that this is not an acceptable thing to do."	
7p36	Substance Use, Addictions, and Related Behaviours C2.3 explain how preoccupation with body image can contribute to substance abuse (e.g., misuse of supplements, vitamins, diuretics, diet pills, laxatives, or steroids to alter appearance), and demonstrate the ability to make informed choices about caring for their bodies [PS, CT] Teacher prompt: "What are the dangers of using substances to alter body shape? What is a healthier alternative?" Student: "Using substances to change body shape or to control weight is dangerous because of the hazards associated with different substances. Diet pills and laxatives can cause dehydration. Steroids have many side effects, including increased irritability, aggressiveness, mood swings, acne, changes in sex organs, hair loss, and addiction. Prolonged use of high dosages can lead to organ damage. A balanced combination of healthy eating and physical activity is a safer and healthier alternative to using drugs."	
C3. Making Connections for Healthy Living		

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations — Grade 7

7p37 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
Teacher prompt: "How can people make healthy food choices if their choices are limited by a dislike of certain foods, by a food allergy, by personal beliefs about ethical food choices, by cultural preferences or religious food rules, or by budget limitations?"
Student: "Some limitations can be removed or overcome. People often dislike certain foods without ever having tried them. We should always consider at least trying a food before rejecting it. Often we can learn to like a food by having it prepared or served in a different way. In other cases, we just have to work within the limitations. A lot of tasty food choices are available for people who are making ethical choices or following religious and cultural food rules, or who have allergies. If we have a limited budget, we can still eat well by making careful food choices. Packaged foods are usually more expensive and less nutritious than fresh foods cooked at home. Local produce can be relatively inexpensive in season, and it is more nutritious than imported or packaged fruits and vegetables."

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations	Grade 7

7p38	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] Teacher prompt: “Underage drinking is a concern in our school. Who can be harmed by underage drinking, and how?” Student: “Underage drinking can be harmful to the person doing it because it can lead to legal charges and physical and emotional harm. Alcohol abuse is connected to violence in relationships and to unwanted pregnancies, so other people are hurt by it. Intoxication can also lead to risky behaviour that can result in injury or death. Alcohol poisoning can even be fatal. Underage drinking can be harmful to family members and the community because of the personal injuries or property damage that can result from actions or behaviour associated with impaired judgement, including car crashes. Irresponsible behaviour can damage not only the reputation of the person involved but also the reputation of teenagers in general. Underage drinkers also risk losing the trust of their parents and other adults.”
7p39	(Growth and Development 1998) explain the male and female reproductive systems as they relate to fertilization;
7p40	(Growth and Development 1998) distinguish between the facts and myths associated with menstruation, spermatogenesis, and fertilization;
7p41	(Growth and Development 1998) identify the methods of transmission and the symptoms of sexually transmitted diseases (STDs), and ways to prevent them;
7p42	(Growth and Development 1998) use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations	Grade 7

7p43	(Growth and Development 1998) explain the term abstinence as it applies to healthy sexuality;
7p44	(Growth and Development 1998) identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors);

Curriculum Expectations by Grade

Subject: History

History (None) Expectations — Grade 7

New France

Overall Expectations

7h1	outline the reasons why settlers came to New France; identify the social, political, religious, and economic factors that shaped the colony; and describe how settlers and fur traders interacted with the First Nation peoples;
7h2	use a variety of resources and tools to gather, process, and communicate information about how settlers in New France met the physical, social, and economic challenges of the new land;
7h3	identify and explain similarities and differences in the goals and interests of various groups in New France, including French settlers, First Nation peoples, and both French and English fur traders.

Knowledge and Understanding

7h4	explain why people came to live in New France (e.g., for land, for military reasons, for the fur trade, for religious reasons) and describe the impact of European immigration on First Nation settlements;
7h5	identify key characteristics of economic, political, and social life in New France (e.g., the seigneurial system; the roles of governor, bishop, and intendant);
7h6	identify and explain examples of conflict and cooperation between the French and First Nation peoples (e.g., with respect to the fur trade, religion and culture, military alliances/conflicts), and between the French and English fur traders (e.g., competition between the North West Company and the Hudson's Bay Company);
7h7	outline the background and causes of key events of the period (e.g., the expulsion of the Acadians, the Seven Years'War, the Battle of the Plains of Abraham) and describe their effects.

Inquiry/Research and Communication Skills

Curriculum Expectations by Grade

Subject: History

History (None) Expectations — Grade 7

7h8	formulate questions to aid in gathering and clarifying information (e.g., How did the Catholic Church influence the life of First Nation peoples and French settlers in New France?);
7h9	use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land (e.g., primary sources: artefacts, journals, letters, statistics, field trips, interviews, period documents and maps; secondary sources: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
7h10	analyse, synthesize, and evaluate historical information from different points of view (e.g., First Nation peoples' ideas about spirituality and Jesuit ideas about religion);
7h11	analyse and describe conflicting points of view about a historical event (e.g., the expulsion of the Acadians), giving examples of fact and opinion;
7h12	construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., create a diagram illustrating the structure of the government in New France);
7h13	communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneury);
7h14	use appropriate vocabulary (e.g., seigneurial system, rivalry, expulsion, Acadian) to describe their inquiries and observations.

Application

7h15	compare and contrast past and present attitudes to the fur industry (e.g., ideas about trapping, fashion);

Curriculum Expectations by Grade

Subject: History

History (None) Expectations — Grade 7

7h16	compare the attractions and drawbacks for French Canadians in choosing life on a farm versus life in the church or in the woods (e.g., as an habitant, a Jesuit priest, an Ursuline nun, a coureur de bois,a fille du roi).

British North America

Overall Expectations

7h17	explain the origins of English settlement in British North America after the fall of New France, describe the migration and settlement experiences of the various groups of settlers, and outline the causes, events, and results of the War of 1812;
7h18	use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of the new British colonies;
7h19	identify some themes and personalities from the period, and explain their relevance to contemporary Canada.

Knowledge and Understanding

7h20	explain the historical impact of key events on the settlement of British North America (e.g., the Treaty of Paris, the Quebec Act, the American Revolution);
7h21	describe the different groups of people (e.g., Black Loyalists, slaves, indentured servants, Iroquois allied nations, Maritime Loyalists) who took part in the Loyalists' migration and identify their areas of settlement;
7h22	outline the reasons for the early settlement of English Canada (e.g., as an outcome of the American Revolution);
7h23	explain key characteristics of life in English Canada from a variety of perspectives (e.g., family life, economic and social life, the growth and development of early institutions, transportation, relationships with First Nation peoples and French settlers);

Curriculum Expectations by Grade

Subject: History

History (None) Expectations	Grade 7

7h24	describe the major causes and personalities of the War of 1812;	
7h25	describe the impact of the War of 1812 on the development of Canada (e.g., defence-related construction, as in Fort Henry and the Rideau Canal; the movement of the capital to Bytown [Ottawa]; the emergence of national pride; the building of roads such as Kingston Road and Yonge Street; the shipping industry in the Maritimes);	
7h26	identify the achievements and contributions of significant people (e.g., Sir John Graves Simcoe, Lady Elizabeth Simcoe, Joseph Brant/Thayendanegea).	
Inquiry/Research and Communication Skills		
7h27	formulate questions to facilitate research on specific topics (e.g.,Why were the Iroquois peoples allied with the British Crown? How were Indian reserves created in English Canada and French Canada and what were their impacts on First Nation peoples?);	
7h28	use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land (e.g., primary sources: artefacts, journals, letters, statistics, field trips, interviews, period documents and maps; secondary sources: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);	
7h29	analyse, synthesize, and evaluate historical information (e.g., debate the question: Who won the War of 1812?);	
7h30	describe and analyse conflicting points of view about a series of historical events (e.g., the Royal Proclamation of 1763, the Quebec Act of 1774, the Declaration of Independence of 1776, the Indian Act of 1876);	
7h31	construct and use a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., on a map of North America, trace the migration routes of the Loyalists and identify their areas of settlement);	

Curriculum Expectations by Grade

Subject: History

History (None) Expectations	Grade 7

7h32	communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., conduct a historical demonstration of immigrants coming to the Canadas);
7h33	use appropriate vocabulary (e.g., institutions, revolution, Loyalists, Patriots, Upper Canada, Lower Canada) to describe their inquiries and observations.

Application

7h34	illustrate the historical development of their local community (e.g., its origins, key personalities, and the contributions of various cultural groups), using a variety of formats (e.g., a heritage display, posters, a drama skit or role play, a brochure, a Web page);
7h35	prepare and present a biographical sketch of a historical person from the period 1759-1812 (e.g., Laura Secord, Isaac Brock,Tecumseh,Thomas Peters).

Conflict and Change

Overall Expectations

7h36	describe the causes, personalities, and results of the rebellions of 1837–38 in Upper and Lower Canada in relation to themes of conflict and change;
7h37	use a variety of resources and tools to gather, process, and communicate information about issues and conflicts in Upper and Lower Canada, and about the attempts to resolve them;
7h38	compare methods of conflict resolution in both historical and contemporary situations.

Knowledge and Understanding

Curriculum Expectations by Grade

Subject: History

History (None) Expectations — Grade 7

7h39	identify types of conflict (e.g., war, rebellion, strike, protest), and describe strategies for conflict resolution;
7h40	identify key issues and events of the rebellions of 1837–38 in Upper and Lower Canada (e.g., issues related to land, transportation, government; events such as Mackenzie's march down Yonge Street);
7h41	describe the role of key personalities (e.g., Mackenzie, Papineau, Bond Head) involved in the rebellions, and the methods they used to bring about change;
7h42	explain the major social, economic, political, and legal changes that resulted from the rebellions and their impact on the Canadas (e.g., the Durham Report, the union of the Canadas, the Rebellion Losses Bill).

Inquiry/Research and Communication Skills

7h43	formulate questions to guide research on issues and problems (e.g.,Why is Mackenzie a hero to some Canadians and a traitor to others?);
7h44	use a variety of primary and secondary sources to locate relevant information about key personalities involved in the rebellions (e.g., primary sources: artefacts, journals, letters, statistics, field trips, period documents and maps; secondary sources: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
7h45	analyse, synthesize, and evaluate historical information (e.g., Papineau's Ninety-two Resolutions);
7h46	describe and analyse conflicting points of view about a series of historical events (e.g., Should rebels be given amnesty? Should women have a role in governing councils?);

Curriculum Expectations by Grade

Subject: History

History (None) Expectations		Grade 7
7h47	construct and use a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., label the transportation routes and location of skirmishes on a map of Upper and Lower Canada);	
7h48	investigate and report on methods of conflict resolution employed in everyday life at home, at school, and in the community;	
7h49	communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs (e.g., label the original political divisions on a map of Upper and Lower Canada);	
7h50	use appropriate vocabulary (e.g., rebellion, moderate, radical, conflict, responsible government, Family Compact, Château Clique, Patriote, Fils de la Liberté, Doric Club) to describe their inquiries and observations.	
Application		
7h51	compare the impact of political unrest and change in the Maritimes and in Upper and Lower Canada in the 1820s and 1830s;	
7h52	compare and contrast historical conflict-resolution strategies with those used today to resolve disputes at home, at school, and in the community.	

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations — Grade 7

Oral Communication

Overall Expectations

7e1	1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
7e2	2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
7e3	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.

1. Listening to Understand

7e4	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)
7e5	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.)

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations — Grade 7

7e6	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)
7e7	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)
7e8	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. Teacher prompt: “Explain what evidence you used to determine the theme(s) in this oral text.”
7e9	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)
7e10	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)
7e11	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). Teacher prompts: “How does the use of humour in this text influence the audience?” “Why do you think the speaker uses sarcasm? Is it effective? Why, or why not?”

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations	Grade 7

7e12	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		
7e13	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)	
7e14	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)	
7e15	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)	
7e16	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)	
7e17	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)	

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations	Grade 7

7e18	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)
7e19	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

7e20	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. Teacher prompts: “What do you try to find out before you begin to listen to an oral text?” “How can a partner help you clarify your ideas after listening to an oral text?” “What steps help you prepare to speak in a formal situation?”
7e21	Interconnected Skills 3.2 identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills. Teacher prompt: “How does reading about an issue help you participate in a discussion about it?”

Reading

Overall Expectations

7e22	1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
7e23	2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
7e24	3. use knowledge of words and cueing systems to read fluently;

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations	Grade 7

7e25	4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

1. Reading for Meaning

7e26	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)
7e27	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)
7e28	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)
7e29	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)

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations	Grade 7

7e30	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. Teacher prompts: “How does the information in the graphic influence your interpretation of the text?” “What do you think the author wants you to realize about the character's decision in this scene? How is this information communicated?”
7e31	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). Teacher prompt: “How is the immigration experience of these characters similar to that of new arrivals today? How is it different?”
7e32	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). Teacher prompts: “What does the author do to engage our sympathy for the main character? Why do you think the author makes us wait to find out what happens to this character?” “Does reading about another point of view make you think about this issue differently?”
7e33	Responding to and Evaluating Texts 1.8 evaluate the effectiveness of both simple and complex texts based on evidence from the texts. Teacher prompt: “Did the author's argument convince you? What impressed you the most – the facts themselves or the way they were presented?”
7e34	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

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations	Grade 7

7e35	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)
7e36	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). Teacher prompt: “How does the organizational pattern make it easy for you to find the information you need?”
7e37	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)
7e38	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

7e39	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)

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations — Grade 7

7e40	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); syntactic (language structure) cues (e.g., word order, language patterns, punctuation); 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)
7e41	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

7e42	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. Teacher prompts: “What strategies helped you to synthesize ideas while reading a longer text?” “What kind of graphic organizers helped you to represent your understanding of the text after reading?” “What strategy works best for you when you come to a word or concept that is unfamiliar?” “What questions do you ask yourself that help you monitor your reading?” “What is the most effective use of your reader's notebook?”
7e43	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. Teacher prompts: “How has your experience of writing influenced the way you read?” “How do you think a literature circle discussion helps you to understand a text?” “How does writing about what you read in your reader's notebook help you as a reader?”

Writing

Overall Expectations

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations — Grade 7

7e44	1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
7e45	2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
7e46	3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
7e47	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.

1. Developing and Organizing Content

7e48	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)
7e49	Developing Ideas 1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose
7e50	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)

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations	Grade 7

7e51	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)
7e52	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)
7e53	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

7e54	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)
7e55	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)
7e56	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). Teacher prompt: “Identify three language choices you have made and explain the effect they will have on a reader.”

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations — Grade 7

7e57	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
7e58	2.5 identify their point of view and other possible points of view, evaluate other points of view, and finds ways to acknowledge other points of view, if appropriate. Teacher prompt: “How could you let your audience know you have thought about other points of view?”
7e59	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. Teacher prompts: “Would your audience understand your feelings about your topic?” “Could you add one figurative expression or rhetorical device that would strengthen your work?” “Will your opening sentence engage the interest of your audience?”
7e60	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). Teacher prompt: “Would a variety of sentence types and lengths help to create suspense?”
7e61	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

7e62	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)

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations — Grade 7

7e63	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)
7e64	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)
7e65	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
7e66	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)
7e67	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)
7e68	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 timeline; 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)

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations	Grade 7

7e69	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

7e70	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). Teacher prompt: “Explain how you used your writer's notebook to help you identify your strengths as a writer and your next steps for writing.”
7e71	Interconnected Skills 4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers. Teacher prompt: “In what way have your experiences with reading, viewing, and listening to texts changed the way you think about the audience for your writing?”
7e72	Portfolio 4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices

Media Literacy

Overall Expectations

7e73	1. demonstrate an understanding of a variety of media texts;
7e74	2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
7e75	3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations — Grade 7

7e76	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.

1. Understanding Media Texts

7e77	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). Teacher prompt: “Why do companies and organizations consider it important to have a logo that gives them an 'identity' or 'brand'?”
7e78	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). Teacher prompts: “What are the differences in the way these sources cover this event? What do the differences tell you about each news source?” “What standards of beauty are projected in movies and advertisements? How do these standards affect students?”
7e79	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). Teacher prompts: “How was this theme developed as the movie unfolded? Did the use of suspense enhance the effectiveness of the message?” “Did this video game deliver the excitement that was promised in the advertisement? What made it succeed/fail?” “Do the sports you see on television affect your decision about participating in particular sports?”

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations — Grade 7

7e80	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)
7e81	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). Teacher prompt: “What differences can you identify in the way the character is represented in the different texts? Which representation seems most/ least fair? Why? What explanation can you suggest for the differences in the representations?”
7e82	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). Teacher prompt: “Identify two or more perspectives evident on a cereal box. What makes these perspectives apparent? Are different kinds of graphics used for each? Are there differences in the positioning of elements? Is one perspective more dominant than the other? Explain why this might be the case.”

2. Understanding Media Forms, Conventions, and Techniques

7e83	Form 2.1 explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning. Teacher prompt: ”Explain how different elements of maps, such as colour (used to show different topographical features) and legends (used to show scale and compass orientation), are used in combination to make maps meaningful.” “Describe the interrelationship of instrumentals, lyrics, and vocals in a favourite song.”

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations — Grade 7

7e84	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). Teacher prompts: “What does the placement of the advertisements tell you about a magazine?” “Identify different camera angles used for the photographs in the advertisements and explain their effect.”

3. Creating Media Texts

7e85	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. Teacher prompt: “Parents are very busy people. What in your pamphlet will succeed in capturing their attention?”
7e86	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. Teacher prompt: “What makes this form an effective way to present your message to this particular audience?”
7e87	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)

Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations	Grade 7

7e88	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; a class magazine for students in a lower grade; a multimedia report on a unit of study for geography; a website about the school for new students; a movie poster; an advertisement for a new product ; a theatre review with commentary on the use of conventions and techniques for a class/school newspaper; a scene for a film based on a prose narrative; two media texts on the same subject using different media forms)

4. Reflecting on Media Literacy Skills and Strategies

7e89	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. Teacher prompt: “What aspects of the planning process were most important to the success of your media text?”
7e90	Interconnected Skills 4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts. Teacher prompts: “How do reading skills help you judge the effectiveness of your own media texts?” “What writing skills might help you improve the effectiveness of your own media texts?”

Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations — Grade 7

Mathematical Process Expectations

Problem Solving

7m1	develop, select, apply, and compare a variety of problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.

Reasoning And Proving

7m2	develop and apply reasoning skills (e.g., recognition of relationships, generalization through inductive reasoning, use of counter-examples) to make mathematical conjectures, assess conjectures and justify conclusions, and plan and construct organized mathematical arguments.

Reflecting

7m3	demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by assessing the effectiveness of strategies and processes used, by proposing alternative approaches, by judging the reasonableness of results, by verifying solutions).

Selecting Tools and Computational Strategies

7m4	select and use a variety of concrete, visual, and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems.

Connecting

7m5	make connections among mathematical concepts and procedures, and relate mathematical ideas to situations or phenomena drawn from other contexts (e.g., other curriculum areas, daily life, current events, art and culture, sports).

Representing

Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations	Grade 7

7m6	create a variety of representations of mathematical ideas (e.g., numeric, geometric, algebraic, graphical, pictorial; onscreen dynamic representations), connect and compare them, and select and apply the appropriate representations to solve problems.

Communicating

7m7	communicate mathematical thinking orally, visually, and in writing, using mathematical vocabulary and a variety of appropriate representations, and observing mathematical conventions.

Number Sense and Numeration

Overall Expectations

7m8	represent, compare, and order numbers, including integers;
7m9	demonstrate an understanding of addition and subtraction of fractions and integers, and apply a variety of computational strategies to solve problems involving whole numbers and decimal numbers;
7m10	demonstrate an understanding of proportional relationships using percent, ratio, and rate.

Quantity Relationships

7m11	represent, compare, and order decimals to hundredths and fractions, using a variety of tools (e.g., number lines, Cuisenaire rods, base ten materials, calculators);
7m12	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.);

Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations — Grade 7

7m13	identify and compare integers found in real-life contexts (e.g., -10°C is much colder than +5°C);
7m14	represent and order integers, using a variety of tools (e.g., two-colour counters, virtual manipulatives, number lines);
7m15	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.");
7m16	represent perfect squares and square roots, using a variety of tools (e.g., geoboards, connecting cubes, grid paper);
7m17	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

7m18	divide whole numbers by simple fractions and by decimal numbers to hundredths, using concrete materials (e.g., divide 3 by 1/2 using fraction strips; divide 4 by 0.8 using base ten materials and estimation);
7m19	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 = 3x 1/3 x 2/5, which gives 1 x 2/5 = 2/5; use the distributive property: 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);
7m20	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);

Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations	Grade 7

7m21	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);
7m22	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?);
7m23	evaluate expressions that involve whole numbers and decimals, including expressions that contain brackets, using order of operations;
7m24	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;
7m25	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);
7m26	add and subtract integers, using a variety of tools (e.g., two-colour counters, virtual manipulatives, number lines).

Proportional Relationships

7m27	determine, through investigation, the relationships among fractions, decimals, percents, and ratios;
7m28	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?);

Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations	Grade 7

7m29	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);
7m30	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.).

Measurement

Overall Expectations

7m31	report on research into real-life applications of area measurements;
7m32	determine the relationships among units and measurable attributes, including the area of a trapezoid and the volume of a right prism.

Attributes, Units, and Measurement Sense

7m33	research and report on real-life applications of area measurements (e.g., building a skateboard; painting a room).

Measurement Relationships

7m34	sketch different polygonal prisms that share the same volume (Sample problem: The Neuman Company is designing a new container for its marbles. The container must have a volume of 200 cm3. Sketch three possible containers, and explain which one you would recommend.);
7m35	solve problems that require conversion between metric units of measure (e.g., 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?);

Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations — Grade 7

7m36	solve problems that require conversion between metric units of area (i.e., square centimetres, square metres) (Sample problem: What is the ratio of the number of square metres to the number of square centimetres for a given area? Use this ratio to convert 6.25 m2 to square centimetres.);
7m37	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] (Sample problem: Determine the relationship between the area of a parallelogram and the area of a trapezoid by composing a parallelogram from congruent trapezoids.);
7m38	solve problems involving the estimation and calculation of the area of a trapezoid;
7m39	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.);
7m40	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) (Sample problem: Decompose right prisms with simple polygonal bases into triangular prisms and rectangular prisms. For each prism, record the area of the base, the height, and the volume on a chart. Identify relationships.);
7m41	determine, through investigation using a variety of tools (e.g., nets, concrete materials, dynamic geometry software, Polydrons), the surface area of right prisms;

Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations	Grade 7

7m42	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) (Sample problem: An aquarium has a base in the shape of a trapezoid. The aquarium is 75 cm high. The base is 50 cm long at the front, 75 cm long at the back, and 25 cm wide. Find the capacity of the aquarium.).

Geometry and Spatial Sense

Overall Expectations

7m43	construct related lines, and classify triangles, quadrilaterals, and prisms;
7m44	develop an understanding of similarity, and distinguish similarity and congruence;
7m45	describe location in the four quadrants of a coordinate system, dilatate two-dimensional shapes, and apply transformations to create and analyse designs.

Geometric Properties

7m46	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);
7m47	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) (Sample problem: Investigate whether dilatations change the geometric properties of triangles and quadrilaterals.);
7m48	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;

Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations	Grade 7

7m49	investigate, using concrete materials, the angles between the faces of a prism, and identify right prisms (Sample problem: Identify the perpendicular faces in a set of right prisms.).

Geometric Relationships

7m50	identify, through investigation, the minimum side and angle information (i.e., side-side-side; side-angle-side; angle-sideangle) 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.");
7m51	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 (Sample problem: Do you agree with the conjecture that triangles with the same area must be congruent? Justify your reasoning.);
7m52	demonstrate an understanding that enlarging or reducing two-dimensional shapes creates similar shapes.
7m53	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) (Sample problem: A larger square can be composed from four congruent square pattern blocks. Identify another pattern block you can use to compose a larger shape that is similar to the shape of the block.).

Location and Movement

7m54	plot points using all four quadrants of the Cartesian coordinate plane;
7m55	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);

Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations — Grade 7

7m56	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].);
7m57	determine, through investigation using a variety of tools (e.g., pattern blocks, Polydrons, grid paper, tiling software, dynamic geometry software, concrete materials), polygons or combinations of polygons that tile a plane, and describe the transformation(s) involved.

Patterning and Algebra

Overall Expectations

7m58	represent linear growing patterns (where the terms are whole numbers) using concrete materials, graphs, and algebraic expressions;
7m59	model real-life linear relationships graphically and algebraically, and solve simple algebraic equations using a variety of strategies, including inspection and guess and check.

Patterns and Relationships

7m60	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);
7m61	make predictions about linear growing patterns, through investigation with concrete materials (Sample problem: Investigate the surface area of towers made from a single column of connecting cubes, and predict the surface area of a tower that is 50 cubes high. Explain your reasoning.);

Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations — Grade 7

7m62	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);
7m63	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 x n 1) (Sample problem: For the pattern 1, 3, 5, 7, 9, …, investigate and compare different ways of finding the 50th term.).

Variables, Expressions, and Equations

7m64	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?);
7m65	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]);
7m66	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);
7m67	evaluate algebraic expressions by substituting natural numbers for the variables;

Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations	Grade 7

7m68	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);
7m69	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.").

Data Management and Probability

Overall Expectations

7m70	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;
7m71	make and evaluate convincing arguments, based on the analysis of data;
7m72	compare experimental probabilities with the theoretical probability of an outcome involving two independent events.

Collection and Organization of Data

7m73	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 subject and record observations or measurements;

Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations — Grade 7

7m74	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);
7m75	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);
7m76	distinguish between a census and a sample from a population;
7m77	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

7m78	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);
7m79	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);

Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations — Grade 7

7m80	determine, through investigation, the effect on a measure of central tendency (i.e., mean, median, and mode) of adding or removing a value or values (e.g., changing the value of an outlier may have a significant effect on the mean but no effect on the median) (Sample problem: Use a set of data whose distribution across its range looks symmetrical, and change some of the values so that the distribution no longer looks symmetrical. Does the change affect the median more than the mean? Explain your thinking.);
7m81	identify and describe trends, based on the distribution of the data presented in tables and graphs, using informal language;
7m82	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

7m83	research and report on real-world applications of probabilities expressed in fraction, decimal, and percent form (e.g., lotteries, batting averages, weather forecasts, elections);
7m84	make predictions about a population when given a probability (Sample problem: The probability that a fish caught in Lake Goodfish is a bass is 29%. Predict how many bass will be caught in a fishing derby there, if 500 fish are caught.);
7m85	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 (Sample problem: What is the probability of rolling a 4 and spinning red, when you roll a number cube and spin a spinner that is equally divided into four different colours?);

Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations — Grade 7

7m86	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.).

Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations	Grade 7

Oral Communication, Reading, and Writing

Overall Expectations

7n1	communicate in various contexts and for a variety of purposes;
7n2	demonstrate an understanding of a variety of simple oral texts;
7n3	use correctly the grammar and vocabulary elements specified for this grade;
7n4	read for a variety of purposes in the writing system used in the program, including information and enjoyment;
7n5	write for a variety of purposes in the writing system used in the program;
7n6	use information technology to communicate in the Native language;
7n7	demonstrate a variety of research skills;
7n8	demonstrate knowledge and understanding of aspects of the Native culture studied. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

Oral Communication

Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations	Grade 7

7n9	participate in informal conversations as well as in more formal dialogues (e.g., interview a Native speaker from the community on some local issue);
7n10	demonstrate an understanding of a variety of short oral texts (e.g., compare short oral stories, identify ideas in short oral texts);
7n11	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);
7n12	use the local pronunciation correctly;
7n13	give oral presentations on aspects of theNative culture studied (e.g., legends, values, traditions).

Reading

7n14	read a variety of simple written texts (e.g., short stories by Native authors, local newsletter in the Native language);
7n15	demonstrate an understanding of the information and ideas conveyed in written materials (e.g., identify the main ideas and supporting details in short stories);
7n16	participate in a variety of reading activities appropriate for the grade (e.g., explore the language patterns in short stories);
7n17	use a variety of reading strategies appropriate for the grade (e.g., draw on personal experience, examine context);

Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations	Grade 7

7n18	read sentences aloud using proper intonation to convey meaning.

Writing

7n19	write a variety of materials (e.g., summaries of information, dialogues, short stories);
7n20	participate in a variety of writing activities appropriate for the grade (e.g., write a dialogue based on an interpretation of a short story);
7n21	use vocabulary and language structures correctly in their writing;
7n22	use a variety of sentence structures correctly in their writing;
7n23	use information technology to communicate in the Native language with other students;
7n24	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);
7n25	demonstrate knowledge and understanding of aspects of the Native culture studied in their writing.

Grammar, Language Conventions, and Vocabulary

Language elements: nouns and pronouns

Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations	Grade 7

7n26	pejorative form of nounsAlgonquian (e.g., useless shoe, old coat);
7n27	incorporation of nouns to express adjectival ideas (e.g., nice house, rotten potatoes);
7n28	the indefinite number form of nouns (e.g., doors [any number of doors], chairs [any number of chairs]);
7n29	the augmentative form of nouns (e.g., big table).

Language elements: verbs

7n30	uses of various kinds of verbs (e.g., transitive, intransitive, voluntative, subjective, objective);
7n31	uses of various tenses (e.g., present, past, future);
7n32	various kinds of verbs (animate intransitive, inanimate intransitive, transitive animate, transitive inanimate) in obviative constructionsAlgonquian;
7n33	transitive interactive pronominal prefix (e.g., she likes me; I saw him).

Language elements: syntax

Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations	Grade 7

7n34	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);
7n35	obviative and proximate nouns and pronouns in sentences - Algonquian (e.g., Peter talked to Mark while he [Peter] worked).

Vocabulary

7n36	words used in division;
7n37	words associated with plants and trees.

Spelling

7n38	correct spelling of words and phrases studied;
7n39	use of resources to confirm spelling (e.g., personal lexicon, classroom-displayed vocabulary lists, print and electronic dictionaries, spell-check feature of software programs);
7n40	correct use of diacritical marks - Cree, Oji-Cree, Iroquoian languages.

Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations	Grade 7

UNDERSTANDING LIFE SYSTEMS: Interactions in the Environment

Overall Expectations

7s1	1. assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts;
7s2	2. investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem;
7s3	3. demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment.

1. Relating Science and Technology to Society and the Environment

7s4	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?
7s5	1.2 analyse the costs and benefits of selected strategies for protecting the environment. Sample issues: (a) Many people recycle because it makes them feel that they are doing something good for the environment. But the focus on recycling takes the emphasis away from strategies like reducing or reusing. (b) Integrated Pest Management (IPM) is a pest management strategy that uses a variety of methods to prevent or control pest problems. But some of the methods can be as much of a problem as the pests themselves. (c) Some groups consider widening highways to reduce traffic congestion to be preferable to improving public transit systems. In some cases, however, highway expansion increases the problems that already existed, and other unexpected problems also arise. (d) Controlling the water flow in natural systems has a domino effect on the environmental integrity of the water system.

2. Developing Investigation and Communication Skills

Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations	Grade 7

7s6	2.1 follow established safety procedures for investigating ecosystems (e.g., stay with a partner, wash hands after investigating an ecosystem)
7s7	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. Sample guiding questions: What are some biotic components of this ecosystem? What are some abiotic components? How do these components affect each other (abiotic and abiotic; biotic and biotic; abiotic and biotic)? What are some of the interactions that are occurring in the model ecosystem?
7s8	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. Sample guiding questions: Should naturally caused fires in national parks be allowed to burn to their natural end? How do human activities and natural occurrences contribute to droughts? What happens in a drought? What is the impact of invasive species such as zebra mussels, spiny water fleas, round gobies, and sea lampreys on Ontario lakes, and what can be done to lessen the impact?
7s9	2.4 use appropriate science and technology vocabulary, including sustainability, biotic, ecosystem, community, population, and producer, in oral and written communication
7s10	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

7s11	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

Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations	Grade 7

7s12	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)
7s13	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.)
7s14	3.4 describe the transfer of energy in a food chain and explain the effects of the elimination of any part of the chain
7s15	3.5 describe how matter is cycled within the environment and explain how it promotes sustainability (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)
7s16	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
7s17	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
7s18	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)

Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations	Grade 7

7s19	3.9 describe Aboriginal perspectives on sustainability 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)

UNDERSTANDING STRUCTURES AND MECHANISMS: Form and Function

Overall Expectations

7s20	1. analyse personal, social, economic, and environmental factors that need to be considered in designing and building structures and devices;
7s21	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;
7s22	3. demonstrate an understanding of the relationship between structural forms and the forces that act on and within them.

1. Relating Science and Technology to Society and the Environment

7s23	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). Sample guiding questions: Why is it important for companies to find out what consumers want now and what they might want and/or need in the future? How might this information influence the design and appearance of a structure, the materials it is made from, and so on? What things might a company need to take into account when considering the construction of a new structure that consumers might not consider (e.g., the environmental impact of using certain resources to make the structure, the eventual disposal of the structure)?

Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations	Grade 7

7s24	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). Sample guiding questions: What is ergonomics? Why is it important that tools, equipment, and furniture be ergonomically designed? What are some ways in which traditional designs of tools, equipment, and furniture can be changed to be more ergonomic? How might different populations benefit from ergonomic designs (e.g., the elderly, people with physical challenges, students, etc.)?	
2. Developing Investigation and Communication Skills		
7s25	2.1 follow established safety procedures for using tools and handling materials (e.g., wear safety glasses when cutting or drilling)	
7s26	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)	
7s27	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)	
7s28	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).	
7s29	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)	

Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations	Grade 7

7s30	2.6 use appropriate science and technology vocabulary, including truss, beam, ergonomics, shear, and torsion), in oral and written communication)	
7s31	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		
7s32	3.1 classify structures as solid structures (e.g., dams), frame structures (e.g., goal posts), or shell structures (e.g., airplane wings)	
7s33	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	
7s34	3.3 identify the magnitude, direction, point of application, and plane of application of the forces applied to a structure	
7s35	3.4 distinguish between external forces (e.g., wind, gravity, earthquakes) and internal forces (tension, compression, shear, and torsion) acting on a structure	
7s36	3.5 describe the role of symmetry in structures (e.g., aesthetic appeal, structural stability)	
7s37	3.6 identify and describe factors that can cause a structure to fail (e.g., bad design, faulty construction, foundation failure, extraordinary loads)	
7s38	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)	

Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations	Grade 7

UNDERSTANDING MATTER AND ENERGY: Pure Substances and Mixtures

Overall Expectations

7s39	1. evaluate the social and environmental impacts of the use and disposal of pure substances and mixtures;
7s40	2. investigate the properties and applications of pure substances and mixtures;
7s41	3. demonstrate an understanding of the properties of pure substances and mixtures, and describe these characteristics using the particle theory.

1. Relating Science and Technology to Society and the Environment

Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations	Grade 7

7s42	1.1 assess positive and negative environmental impacts related to the disposal of pure substances (e.g., uranium) and mixtures (e.g., paint, sewage). Sample issues: (a) Pure substances that are harmful to people or the environment must be disposed of very carefully. That usually means burying them in special landfills or underground chambers that will keep them from getting back into the environment or, if possible, recycling them or converting them into a substance that is not harmful. If these solutions are not possible, then we have to reduce our use of the substance or not use it all. (b) Mixtures that have harmful components must be treated in the same way. Lead-based paint is a mixture that has to be disposed of in special landfills because the lead in it is harmful. Latex paint, which has no harmful components, does not require special treatment. Sometimes, harmful components can be separated from the rest of the mixture, leaving less material for special disposal. Sewage is an example. Solid materials can be removed and decomposed by bacteria, leaving water that can be returned to lakes and rivers. The leftover sludge can be buried or, if it does not contain toxic materials, converted into fertilizer. (c) Nuclear power stations produce no air pollutants, but the used uranium fuel rods remain dangerously radioactive for thousands of years. What options have been proposed for disposing of this waste? How safe are they? How would these concerns affect your decision about whether to heat your home by using electricity that is provided by nuclear energy?
7s43	1.2 assess the impact on society and the environment of different industrial methods of separating mixtures and solutions. Sample guiding questions: Why might oil refineries be located away from populated areas? How do air purification systems make air healthier for people to breathe? What are the impacts on the environment of the evaporation process used in making maple syrup?

2. Developing Investigation and Communication Skills

7s44	2.1 follow established safety procedures for handling chemicals and apparatus (e.g., wash hands after handling chemicals, take note of universal warning symbols)
7s45	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

Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations	Grade 7

7s46	2.3 investigate processes (e.g., filtration, distillation, settling, magnetism) used for separating different mixtures. Sample problem: Use filtration and magnetism to separate a mixture of water, sand, and paperclips. Use filtration to separate marbles of different sizes. Use evaporation to separate dissolved salt from water.
7s47	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). Sample guiding questions: How does changing the amount of solute or solvent affect the solution? What factors affect the amount of solute that can dissolve in a solvent? What factors affect the speed at which a solute dissolves?
7s48	2.5 use appropriate science and technology vocabulary, including mechanical mixture, solution, solute, insoluble, saturated, unsaturated, and dilute, in oral and written communication
7s49	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

7s50	3.1 distinguish between pure substances (e.g., distilled water, salt, copper pipe) and mixtures (e.g., salad dressing, chocolate chip cookies)
7s51	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)
7s52	3.3 use the particle theory to describe the difference between pure substances (which have identical particles) and mixtures (which have different particles)

Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations	Grade 7

7s53	3.4 distinguish between solutions and mechanical mixtures
7s54	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)
7s55	3.6 identify the components of a solution (e.g., solvent, solute)
7s56	3.7 identify solutes and solvents in various kinds of solutions (e.g., copper and tin in bronze; iodine and alcohol in iodine solution)
7s57	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)
7s58	3.9 describe the difference between saturated and unsaturated solutions
7s59	3.10 explain why water is referred to as the universal solvent

UNDERSTANDING EARTH AND SPACE SYSTEMS: Heat in the Environment

Overall Expectations

Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations	Grade 7

7s60	1. assess the costs and benefits of technologies that reduce heat loss or heat-related impacts on the environment;
7s61	2. investigate ways in which heat changes substances, and describe how heat is transferred;
7s62	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.

1. Relating Science and Technology to Society and the Environment

7s63	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). Sample guiding questions: (a) Insulated clothing protects our bodies and increases our ability to enjoy outdoor activities in winter. What science and technology concepts are at work in coats designed for use in cold weather? Who might be interested in such designs? (b) A wellinsulated home is more comfortable and costs less to heat. Reducing heat loss saves energy, and saving energy reduces the environmental impact of energy production. What are some areas of your home where heat might be lost? How can this heat loss be counteracted? What are the benefits of doing so? (c) Green roofs save on heating and cooling costs and reduce the amount of insulation that is needed. But they have not gained wide acceptance in Ontario. What might be some deterrents to having a green roof? How might these deterrents be overcome? (d) Energy-efficient buildings are extremely airtight compared to conventionally constructed buildings. This minimizes the amount of warm (or cool) air that can pass through the structure. What are some of the disadvantages to having airtight buildings (e.g., lack of fresh air, moisture buildup)? How can these problems be solved (e.g., through mechanical ventilation systems with heat recovery and humidity control), and how effective are the solutions?

Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations	Grade 7

7s64	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). Sample issues: (a) Your family is building a new home. Present a case for installing a geothermal heat pump. In your discussion, be sure to include the benefits and costs from both an environmental perspective and an economic perspective. (b) Make a case for (or against) using rural land or marginal land-use areas for wind turbine farms.

2. Developing Investigation and Communication Skills

7s65	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)
7s66	2.2 investigate the effects of heating and cooling on the volume of a solid, a liquid, and a gas
7s67	2.3 use technological problem-solving skills (see page 16) to identify ways to minimize heat loss. Sample problem: Use the materials provided to create a product (e.g., a model of a piece of winter clothing, a model of a wet suit, a model travel mug for a hot beverage or food item) that will minimize heat loss
7s68	2.4 use scientific inquiry/experimentation skills (see page 12) to investigate heat transfer through conduction, convection, and radiation. Sample problem (conduction): After letting spoons made of different materials sit partially submerged in a container of hot water, measure the temperature of the parts sticking out of the water. What conclusions can you draw from your findings?
7s69	2.5 use appropriate science and technology vocabulary, including heat, temperature, conduction, convection, and radiation, in oral and written communication
7s70	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

Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations	Grade 7

7s71	3.1 use the particle theory to compare how heat affects the motion of particles in a solid, a liquid, and a gas
7s72	3.2 identify ways in which heat is produced (e.g., burning fossil and renewable fuels, electrical resistance, physical activity)
7s73	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)
7s74	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)
7s75	3.5 explain how heat is transmitted through convection, and describe natural processes that depend on convection (e.g., thunderstorms, land and sea breezes)
7s76	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)
7s77	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.)

Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations	Grade 7

7s78	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