

The Ontario Curriculum

Grade 7

checklist format

compiled by: [The Canadian Homeschooler](#)
using the 2020 Ontario Curriculum Guidelines



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Introduction

Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In Ontario, the full curriculum outline is freely available through the Ministry of Education's website (<http://www.edu.gov.on.ca/eng/curriculum/>), however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade Seven Mathematics, Language Arts, Science, Social Studies, the Arts, Health & Physical Education and Core French in Ontario.

If you are interested in knowing what it required for Immersion French at this level, please check the curriculum listed on the Ministry website:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Ministry of Education's website for the most up-to-date information.

Happy learning!



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Please note that this checklist is a free product and may be distributed freely to whomever can use it.

Math

Social-Emotional Learning (SEL) Skills and the Mathematical Processes

By the end of Grade 7, students will: apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Number

Section	Specific Expectations
<i>Number Sense</i>	
By the end of Grade 7, students will: - demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	<i>Rational Numbers</i>
	<input type="checkbox"/> Represent and compare whole numbers up to and including one billion, including in expanded form using powers of ten, and describe various ways they are used in everyday life
	<input type="checkbox"/> Identify and represent perfect squares, and determine their square roots, in various contexts
	<input type="checkbox"/> Read, represent, compare, and order rational numbers, including positive and negative fractions and decimal numbers to thousandths, in various contexts
	<i>Fractions, Decimals, and Percents</i>
	<input type="checkbox"/> Use equivalent fractions to simplify fractions, when appropriate, in various contexts
	<input type="checkbox"/> Generate fractions and decimal numbers between any two quantities
	<input type="checkbox"/> Round decimal numbers to the nearest tenth, hundredth, or whole number, as applicable, in various contexts
<input type="checkbox"/> Convert between fractions, decimal numbers, and percents, in various contexts	
<i>Operations</i>	
By the end of Grade 7, students will: -use knowledge of	<i>Properties and Relationships</i>
	<input type="checkbox"/> Use the properties and order of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers,

numbers and operations to solve mathematical problems encountered in everyday life	fractions, ratios, rates, and percents, including those requiring multiple steps or multiple operations
	<i>Math Facts</i>
	<ul style="list-style-type: none"> □ Understand and recall commonly used percents, fractions, and decimal equivalents
	<i>Mental Math</i>
	<ul style="list-style-type: none"> □ Use mental math strategies to increase and decrease a whole number by 1%, 5%, 10%, 25%, 50%, and 100%, and explain the strategies used
	<i>Addition and Subtraction</i>
	<ul style="list-style-type: none"> □ Use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of integers
	<ul style="list-style-type: none"> □ Add and subtract fractions, including by creating equivalent fractions, in various contexts
	<i>Multiplication and Division</i>
	<ul style="list-style-type: none"> □ Determine the greatest common factor for a variety of whole numbers up to 144 and the lowest common multiple for two and three whole numbers
	<ul style="list-style-type: none"> □ Evaluate and express repeated multiplication of whole numbers using exponential notation, in various contexts
<ul style="list-style-type: none"> □ Multiply and divide fractions by fractions, using tools in various contexts 	
<ul style="list-style-type: none"> □ Multiply and divide decimal numbers by decimal numbers, in various contexts 	
<ul style="list-style-type: none"> □ Identify proportional and non-proportional situations and apply proportional reasoning to solve problems 	

Algebra

Section	Specific Expectations
<i>Patterns and Relationships</i>	
<p>By the end of Grade 7, students will:</p> <p>-identify, describe, extend, create, and</p>	<ul style="list-style-type: none"> □ Identify and compare a variety of repeating, growing, and shrinking patterns, including patterns found in real-life contexts, and compare linear growing patterns on the basis of their constant rates and initial values

make predictions about a variety of patterns, including those found in real-life contexts	<ul style="list-style-type: none"> □ Create and translate repeating, growing, and shrinking patterns involving whole numbers and decimal numbers using various representations, including algebraic expressions and equations for linear growing patterns
	<ul style="list-style-type: none"> □ Determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating, growing, and shrinking patterns involving whole numbers and decimal numbers, and use algebraic representations of the pattern rules to solve for unknown values in linear growing patterns
	<ul style="list-style-type: none"> □ Create and describe patterns to illustrate relationships among integers
<i>Equations and Inequalities</i>	
<p>By the end of Grade 7, students will:</p> <p>- demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts</p>	<ul style="list-style-type: none"> □ Add and subtract monomials with a degree of 1 that involve whole numbers, using tools
	<ul style="list-style-type: none"> □ Evaluate algebraic expressions that involve whole numbers and decimal numbers
	<ul style="list-style-type: none"> □ Solve equations that involve multiple terms, whole numbers, and decimal numbers in various contexts, and verify solutions
	<ul style="list-style-type: none"> □ Solve inequalities that involve multiple terms and whole numbers, and verify and graph the solutions
<i>Coding</i>	
<p>By the end of Grade 7, students will:</p> <p>- solve problems and create computational representations of mathematical situations using coding concepts and skills</p>	<ul style="list-style-type: none"> □ Solve problems and create computational representations of mathematical situations by writing and executing efficient code, including code that involves events influenced by a defined count and/or sub-program and other control structures
	<ul style="list-style-type: none"> □ Read and alter existing code, including code that involves events influenced by a defined count and/or sub-program and other control structures, and describe how changes to the code affect the outcomes and the efficiency of the code

<i>Mathematical Modelling</i>	
<p>By the end of Grade 7, students will:</p> <p>-apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations</p>	<p><i>This overall expectation has no specific expectations. Mathematical modelling is an iterative and interconnected process that is applied to various contexts, allowing students to bring in learning from other strands.</i></p>

Data

Section	Specific Expectations
<i>Data Literacy</i>	
<p>By the end of Grade 7, students will:</p> <p>- manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life</p>	<ul style="list-style-type: none"> □ Explain why percentages are used to represent the distribution of a variable for a population or sample in large sets of data, and provide examples
	<ul style="list-style-type: none"> □ Collect qualitative data and discrete and continuous quantitative data to answer questions of interest, and organize the sets of data as appropriate, including using percentages
	<ul style="list-style-type: none"> □ Select from among a variety of graphs, including circle graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs
	<ul style="list-style-type: none"> □ Create an infographic about a data set, representing the data in appropriate ways, including in tables and circle graphs, and incorporating any other relevant information that helps to tell a story about the data
	<ul style="list-style-type: none"> □ Determine the impact of adding or removing data from a data set on a measure of central tendency, and describe how these changes alter the shape and distribution of the data
	<ul style="list-style-type: none"> □ Analyse different sets of data presented in various ways, including in circle graphs and in misleading graphs, by asking and answering questions about

	the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions
Probability	
By the end of Grade 7, students will: -describe the likelihood that events will happen, and use that information to make predictions	<input type="checkbox"/> Describe the difference between independent and dependent events, and explain how their probabilities differ, providing examples
	<input type="checkbox"/> Determine and compare the theoretical and experimental probabilities of two independent events happening and of two dependent events happening

Spatial Sense

Section	Specific Expectations
<i>Geometric and Spatial Reasoning</i>	
By the end of Grade 7, students will: -describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them	<i>Geometric Reasoning</i>
	<input type="checkbox"/> Describe and classify cylinders, pyramids, and prisms according to their geometric properties, including plane and rotational symmetry
	<input type="checkbox"/> Draw top, front, and side views, as well as perspective views, of objects and physical spaces, using appropriate scales
	<i>Location and Movement</i>
	<input type="checkbox"/> Perform dilations and describe the similarity between the image and the original shape
	<input type="checkbox"/> Describe and perform translations, reflections, and rotations on a Cartesian plane, and predict the results of these transformations
<i>Measurement</i>	
By the end of Grade 7, students will: - compare, estimate, and determine measurements in various contexts	<i>The Metric System</i>
	<input type="checkbox"/> Describe the differences and similarities between volume and capacity, and apply the relationship between millilitres (mL) and cubic centimetres (cm ³) to solve problems
	<input type="checkbox"/> Solve problems involving perimeter, area, and

	volume that require converting from one metric unit of measurement to another
	<i>Circles</i>
	<ul style="list-style-type: none"> □ Use the relationships between the radius, diameter, and circumference of a circle to explain the formula for finding the circumference and to solve related problems
	<ul style="list-style-type: none"> □ Construct circles when given the radius, diameter, or circumference
	<ul style="list-style-type: none"> □ Show the relationships between the radius, diameter, and area of a circle, and use these relationships to explain the formula for measuring the area of a circle and to solve related problems
	<i>Volume and Surface Area</i>
	<ul style="list-style-type: none"> □ Represent cylinders as nets and determine their surface area by adding the areas of their parts
	<ul style="list-style-type: none"> □ Show that the volume of a prism or cylinder can be determined by multiplying the area of its base by its height, and apply this relationship to find the area of the base, volume, and height of prisms and cylinders when given two of the three measurements

Financial Literacy

Section	Specific Expectations
<i>Money and Finances</i>	
By the end of Grade 7, students will: - demonstrate the knowledge and skills needed to make informed financial decisions	<i>Money Concepts</i>
	<ul style="list-style-type: none"> □ Identify and compare exchange rates, and convert foreign currencies to Canadian dollars and vice versa
	<i>Financial Management</i>
	<ul style="list-style-type: none"> □ Identify and describe various reliable sources of information that can help with planning for and reaching a financial goal
	<ul style="list-style-type: none"> □ Create, track, and adjust sample budgets designed to meet longer-term financial goals for various scenarios
	<ul style="list-style-type: none"> □ Identify various societal and personal factors that may influence financial decision making, and

	describe the effects that each might have
	<i>Consumer and Civic Awareness</i>
	<ul style="list-style-type: none">□ Explain how interest rates can impact savings, investments, and the cost of borrowing to pay for goods and services over time
	<ul style="list-style-type: none">□ Compare interest rates and fees for different accounts and loans offered by various financial institutions, and determine the best option for different scenarios

Language Arts

Oral Communication

Section	Specific Expectations
<i>Listening to Understand</i>	
<p>By the end of Grade 7, students will:</p> <p>-listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<input type="checkbox"/> Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
	<input type="checkbox"/> Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
	<input type="checkbox"/> 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
	<input type="checkbox"/> Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways
	<input type="checkbox"/> Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation
	<input type="checkbox"/> Extend understanding of oral 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
	<input type="checkbox"/> Analyse oral texts in order to evaluate how effectively they communicate ideas, opinions, themes, or experiences, and suggest possible improvements
	<input type="checkbox"/> Explain the connection between a speaker’s tone and the point of view or perspective presented in oral texts
	<input type="checkbox"/> Identify a wide variety of presentation strategies used in oral texts and evaluate their effectiveness
<i>Speaking to Communicate</i>	
<p>By the end of Grade 7, students will:</p>	<input type="checkbox"/> Identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies

<p>- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<ul style="list-style-type: none"> □ Demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience □ Communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience □ 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 □ Identify a range of vocal effects, including tone, pace, pitch, volume, and variety of sound effects, and use them appropriately and with sensitivity to cultural differences, to help communicate their meaning □ 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 □ Use a variety of appropriate visual aids to support and enhance oral presentations
<p><i>Reflecting on Oral Communication Skills and Strategies</i></p>	
<p>By the end of Grade 7, students will:</p> <p>-reflect on and identify their strengths as listeners and speakers, areas of improvement and the strategies they found most helpful in oral communication situations</p>	<ul style="list-style-type: none"> □ Identify what strategies they found helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills □ Identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.

Reading

Section	Specific Expectations
<i>Reading for Meaning</i>	
<p>By the end of Grade 7, students will:</p> <p>-read and demonstrate an understanding of a variety of literary, graphic, and informational text, using a range of strategies to construct meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1464 394">☐ Read a variety of texts from diverse cultures, including literary texts, and informational texts <li data-bbox="561 415 1464 489">☐ Identify a variety of purposes for reading and choose reading materials appropriate for those purposes <li data-bbox="561 510 1464 625">☐ Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand increasingly complex texts <li data-bbox="561 646 1464 762">☐ Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea <li data-bbox="561 783 1464 898">☐ Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations <li data-bbox="561 919 1464 1056">☐ 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 <li data-bbox="561 1077 1464 1192">☐ 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 <li data-bbox="561 1213 1464 1287">☐ Evaluate the effectiveness of both simple and complex texts based on evidence from the texts <li data-bbox="561 1308 1464 1444">☐ 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
<i>Understanding Form and Style</i>	
<p>By the end of Grade 7, students will:</p> <p>- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 1518 1464 1675">☐ 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, graphic texts such as a map, and informational texts such as a magazine article <li data-bbox="561 1696 1464 1801">☐ Analyse increasingly complex texts to identify organizational patterns used in them and explain how the patterns help communicate meaning

	<ul style="list-style-type: none"> □ Identify a variety of text features and explain how they help readers understand texts
	<ul style="list-style-type: none"> □ Identify various elements of style – including foreshadowing, metaphor, and symbolism – and explain how they help communicate meaning and enhance the effectiveness of texts
<i>Reading with Fluency</i>	
By the end of Grade 7, students will:	<ul style="list-style-type: none"> □ Automatically read and understand most words in a wide range of reading contexts
-use knowledge of words and cueing systems to read fluently	<ul style="list-style-type: none"> □ Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> □ semantic (meaning) cues □ syntactic (language structure) cues □ graphophonic (phonological and graphic) cues
	<ul style="list-style-type: none"> □ Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose
<i>Reflecting on Reading Skills and Strategies</i>	
By the end of Grade 7, students will:	<ul style="list-style-type: none"> □ Identify a range of strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a readers' notebook, how they can use these and other strategies to improve as readers
-reflect on and identify their strengths as readers, areas of improvement and the strategies they found most helpful before, during, and after reading	<ul style="list-style-type: none"> □ Explain, in conversations with peers and/or the teacher or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Writing

Section	Specific Expectations
<i>Developing and Organizing Content</i>	
<p>By the end of Grade 7, students will:</p> <p>-generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1414 394">□ Identify the topic, purpose, and audience for more complex writing forms <li data-bbox="561 415 1393 489">□ Generate ideas about more challenging topics and identify those most appropriate for the purpose <li data-bbox="561 510 1463 583">□ Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic sources <li data-bbox="561 604 1446 720">□ 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 <li data-bbox="561 741 1393 856">□ Identify and order main ideas and supporting details and group them into units that could be used to develop multi-paragraph piece of writing, using a variety of strategies <li data-bbox="561 877 1373 989">□ Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary
<i>Using Knowledge of Form and Style in Writing</i>	
<p>By the end of Grade 7, students will:</p> <p>- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<ul style="list-style-type: none"> <li data-bbox="561 1056 1446 1129">□ Write complex texts of different lengths using a wide range of forms <li data-bbox="561 1150 1446 1224">□ Establish a distinctive voice in their writing appropriate to the subject and audience <li data-bbox="561 1245 1382 1318">□ Use some vivid and/or figurative language and innovative expressions in their writing <li data-bbox="561 1339 1414 1455">□ Vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases <li data-bbox="561 1476 1430 1591">□ 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 <li data-bbox="561 1612 1398 1728">□ Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on supporting details and precise language <li data-bbox="561 1749 1438 1822">□ Make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies

	<ul style="list-style-type: none"> □ Produce revised draft pieces of writing to meet identified criteria based on the expectations
<i>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</i>	
<p>By the end of Grade 7, students will:</p> <p>-use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<ul style="list-style-type: none"> □ Spell familiar words correctly
	<ul style="list-style-type: none"> □ Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
	<ul style="list-style-type: none"> □ Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose
	<ul style="list-style-type: none"> □ Use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: periods after initials, in abbreviations, and in decimal numbers; parentheses; punctuation to indicate intonation, pauses, or gestures
	<ul style="list-style-type: none"> □ Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: relative pronouns; prepositions, including prepositional phrases; adjectives; conjunctions; adverbs; present, past, and future verb tenses; present and past participles
	<ul style="list-style-type: none"> □ Proofread and correct their writing using guidelines developed with peers and the teacher
	<ul style="list-style-type: none"> □ Use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
	<ul style="list-style-type: none"> □ Produce pieces of published work to meet identified criteria based on the expectations
<i>Reflecting on Writing Skills and Strategies</i>	
<p>By the end of Grade 7, students will:</p> <p>-reflect on and identify their strengths as writers, areas of improvement, and the strategies they found most helpful at different stages in the writing process</p>	<ul style="list-style-type: none"> □ Identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful and suggest further steps they can take to improve as writers
	<ul style="list-style-type: none"> □ Describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers
	<ul style="list-style-type: none"> □ Select pieces of writing they think reflect their growth and competence as writers and explain the reasons for their choices

Media Literacy

Section	Specific Expectations
<i>Understanding Media Texts</i>	
<p>By the end of Grade 7, students will:</p> <p>-demonstrate an understanding of a variety of media texts</p>	<ul style="list-style-type: none"> <li data-bbox="561 323 1365 396">☐ Explain how various media texts address their intended purpose and audience <li data-bbox="561 417 1435 527">☐ Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations <li data-bbox="561 548 1463 657">☐ Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts <li data-bbox="561 678 1430 751">☐ Explain why different audiences might respond differently to media texts <li data-bbox="561 772 1438 846">☐ Demonstrate understanding that different media texts reflect different points of view <li data-bbox="561 867 1458 976">☐ Identify who produces various media texts, and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve
<i>Understanding Media Forms, Conventions, and Techniques</i>	
<p>By the end of Grade 7, students will:</p> <p>- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 1052 1370 1125">☐ Explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning <li data-bbox="561 1146 1451 1255">☐ Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning or engage the audience
<i>Creating Media Texts</i>	
<p>By the end of Grade 7, students will:</p> <p>-create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<ul style="list-style-type: none"> <li data-bbox="561 1415 1430 1524">☐ Explain why they have chosen the topic for a media text they plan to create, and identify challenges they may face in engaging and/or influencing their audience <li data-bbox="561 1545 1446 1654">☐ Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice <li data-bbox="561 1675 1422 1827">☐ 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

	<ul style="list-style-type: none"> □ Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions and techniques
<i>Reflecting on Media Literacy Skills and Strategies</i>	
<p>By the end of Grade 7, students will:</p> <p>-reflect on and identify their strengths as media interpreters and creators, areas of improvement, and the strategies they found most helpful in understanding and creating media texts</p>	<ul style="list-style-type: none"> □ 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
	<ul style="list-style-type: none"> □ Explain how their skills with listening, speaking, reading, and writing help them to make sense of and produce media texts

Science & Technology

Understanding Life Systems: Interactions in the Environment

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 7, students will: -assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts	<input type="checkbox"/> Assess the impact of selected technologies on the environment
	<input type="checkbox"/> Analyse the costs and benefits of selected strategies for protecting the environment
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 7, students will: -investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem	<input type="checkbox"/> Follow established safety procedures for investigating ecosystems
	<input type="checkbox"/> Design and construct a model ecosystem, and use it to investigate interactions between the biotic and abiotic components in an ecosystem
	<input type="checkbox"/> Use scientific inquiry/research skills to investigate occurrences that affect the balance within a local ecosystem
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>sustainability, biotic, ecosystem, community, population, and producer,</i> in oral and written communication
	<input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
By the end of Grade 7, students will: - . demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment	<input type="checkbox"/> Demonstrate an understanding of an ecosystem as a system of <input type="checkbox"/> interactions between living organisms and their environment
	<input type="checkbox"/> Identify biotic and abiotic elements in an ecosystem, and describe the interactions between them
	<input type="checkbox"/> Describe the roles and interactions of producers, consumers, and decomposers within an ecosystem
	<input type="checkbox"/> Describe the transfer of energy in a food chain and explain the effects of the elimination of any part of the chain

	<input type="checkbox"/> Describe how matter is cycled within the environment and explain how it promotes sustainability
	<input type="checkbox"/> Distinguish between primary succession and secondary succession and secondary succession
	<input type="checkbox"/> Explain why an ecosystem is limited in the number of living things that it can support
	<input type="checkbox"/> Describe ways in which human activities and technologies alter balances and interactions in the environment
	<input type="checkbox"/> Describe Aboriginal perspectives on sustainability and describe ways in which they can be used in habitat and wildlife management

Understanding Structures and Mechanisms: Form and Function

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 7, students will: -analyse personal, social, economic, and environmental factors that need to be considered in designing and building structures and devices	<input type="checkbox"/> 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
	<input type="checkbox"/> Evaluate the impact of ergonomic design on the safety and efficiency of workplaces, tools, and everyday objects, , and describe changes that could be made in personal spaces and activities on the basis of this information
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 7, students will: -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	<input type="checkbox"/> Follow established safety procedures for using tools and handling materials
	<input type="checkbox"/> Design, construct, and use physical models to investigate the effects of various forces on structures
	<input type="checkbox"/> Investigate the factors that determine the ability of a structure to support a load
	<input type="checkbox"/> Use technological problem-solving skills to determine the most efficient way for a structure to support a given load
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>truss, beam, ergonomics, shear, and torsion</i> , in oral and written communication
	<input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes

<i>Understanding Basic Concepts</i>	
By the end of Grade 7, students will: - demonstrate an understanding of the relationship between structural forms and the forces that act on and within them	<input type="checkbox"/> Classify structures as solid structures, frame structures, or shell structures
	<input type="checkbox"/> Describe ways in which the centre of gravity of a structure affects the structure's stability
	<input type="checkbox"/> Identify the magnitude, direction, point of application, and plane of application of the forces applied to a structure
	<input type="checkbox"/> Distinguish between external forces and internal forces acting on a structure
	<input type="checkbox"/> Describe the role of symmetry in structures
	<input type="checkbox"/> Identify and describe factors that can cause a structure to fail
	<input type="checkbox"/> Identify the factors that determine the suitability of materials for use in manufacturing a product

Understanding Matter and Energy: Pure Substances and Mixtures

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 7, students will: -evaluate the social and environmental impacts of the use and disposal of pure substances and mixtures	<input type="checkbox"/> Assess positive and negative environmental impacts related to the disposal of pure substances and mixtures
	<input type="checkbox"/> Assess the impact on society and the environment of different industrial methods of separating mixtures and solutions
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 7, students will: -investigate the properties and applications of pure substances and mixtures	<input type="checkbox"/> Follow established safety procedures for handling chemicals and apparatus
	<input type="checkbox"/> Use scientific inquiry/experimentation skills to investigate factors that affect the solubility of a substance and the rate at which substances dissolve
	<input type="checkbox"/> Investigate processes used for separating different mixtures
	<input type="checkbox"/> Use scientific inquiry/experimentation skills to investigate the properties of mixtures and solutions
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>mechanical mixture, solution, solute, insoluble, saturated, unsaturated, and dilute</i> , in oral and written communication

	<ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 7, students will:</p> <p>- demonstrate an understanding of the properties of pure substances and mixtures, and describe these characteristics using the particle theory</p>	<input type="checkbox"/> Distinguish between pure substances and mixtures
	<input type="checkbox"/> State the postulates of the particle theory of matter
	<input type="checkbox"/> Use the particle theory to describe the difference between pure substances and mixtures
	<input type="checkbox"/> Distinguish between solutions and mechanical mixtures
	<input type="checkbox"/> Describe the processes used to separate mixtures or solutions into their components, and identify some industrial applications of these processes
	<input type="checkbox"/> Identify the components of a solution
	<input type="checkbox"/> Identify solutes and solvents in various kinds of solutions
	<input type="checkbox"/> Describe the concentration of a solution in qualitative terms describe the concentration of a solution in qualitative terms
	<input type="checkbox"/> Describe the difference between saturated and unsaturated solutions
<input type="checkbox"/> Explain why water is referred to as the universal solvent	

Understanding Earth and Space Systems: Heat in the Environment

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
<p>By the end of Grade 7, students will:</p> <p>-assess the costs and benefits of technologies that reduce heat loss or heat-related impacts on the environment</p>	<input type="checkbox"/> Assess the social and environmental benefits of technologies that reduce heat loss or transfer
	<input type="checkbox"/> Assess the environmental and economic impacts of using conventional and alternative forms of energy
<i>Developing Investigation and Communication Skills</i>	
<p>By the end of Grade 7, students will:</p>	<input type="checkbox"/> Follow established safety procedures for using heating appliances and handling hot materials
	<input type="checkbox"/> Investigate the effects of heating and cooling on the volume of a solid, a liquid, and a gas

-investigate ways in which heat changes substances, and describe how heat is transferred	<input type="checkbox"/> Use technological problem-solving skills to identify ways to minimize heat loss
	<input type="checkbox"/> Use scientific inquiry/experimentation skills to investigate heat transfer through conduction, convection, and radiation
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including heat, temperature, conduction, convection, and radiation, in oral and written communication
	<input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
By the end of Grade 7, students will: - 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	<input type="checkbox"/> Use the particle theory to compare how heat affects the motion of particles in a solid, a liquid, and a gas
	<input type="checkbox"/> Identify ways in which heat is produced
	<input type="checkbox"/> Use the particle theory to explain the effects of heat on volume in solids , and gases
	<input type="checkbox"/> Explain how heat is transmitted through conduction , and describe natural processes that are affected by conduction
	<input type="checkbox"/> Explain how heat is transmitted through convection, and describe natural processes that depend on convection
	<input type="checkbox"/> Explain how heat is transmitted through radiation, and describe the effects of radiation from the sun on different kinds of surfaces
	<input type="checkbox"/> 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
	<input type="checkbox"/> Identify common sources of greenhouse gases and describe ways of reducing emissions of these gases

History

New France and British North America , 1713–1800

Section	Specific Expectations
<i>Application: Colonial and Present-day Canada</i>	
<p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> - analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada 	<ul style="list-style-type: none"> □ Analyse key similarities and differences in social values and aspects of life between people in present-day Canada and some different groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800
	<ul style="list-style-type: none"> □ Analyse some of the main challenges facing various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of people in present-day Canada
	<ul style="list-style-type: none"> □ Analyse the displacement experienced by various groups and communities, including First Nations, Métis, and Inuit communities, who were living in or who came to Canada between 1713 and 1800, and compare it with present-day examples of displacement
<i>Inquiry: From New France to British North America</i>	
<p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> - use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related 	<ul style="list-style-type: none"> □ Formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain
	<ul style="list-style-type: none"> □ Gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary source
	<ul style="list-style-type: none"> □ Assess the credibility of sources and information relevant to their investigations
	<ul style="list-style-type: none"> □ Analyse and construct maps as part of their investigations into significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, with a

to the shift in power in colonial Canada from France to Britain	focus on exploring their spatial boundaries
	<input type="checkbox"/> Interpret and analyse information and evidence relevant to their investigations, using a variety of tools
	<input type="checkbox"/> Evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nation, Métis, and/or Inuit communities, on some significant events, developments, or issues related to the shift in power in colonial Canada from France to Britain
	<input type="checkbox"/> Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences
<i>Understanding Historical Context: Events and Their Consequences</i>	
<p>By the end of Grade 7, students will:</p> <p>- describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact</p>	<input type="checkbox"/> Identify factors leading to some key events that occurred in and/or affected Canada between 1713 and 1800
	<input type="checkbox"/> Identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada
	<input type="checkbox"/> Identify key political and legal changes that occurred in and/or affected Canada during this period
	<input type="checkbox"/> Identify key social and economic changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and/or Inuit individuals and communities
	<input type="checkbox"/> Describe some significant aspects of daily life in various First Nations, Métis, and Inuit communities in Canada during this period
	<input type="checkbox"/> Describe some significant aspects of daily life of different newcomer/settler groups living in Canada during this period
	<input type="checkbox"/> Describe some significant aspects of daily life of different newcomer/settler groups living in Canada during this period
	<input type="checkbox"/> Identify some significant individuals and groups in Canada during this period and explain their contribution to Canadian heritage and/or identities

Canada, 1800-1850: Conflict and Challenges

Section	Specific Expectations
<i>Application: Changes and Challenges</i>	
<p>By the end of Grade 7, students will:</p> <p>- analyse aspects of the lives of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713-1800</p>	<ul style="list-style-type: none"> □ Analyse social and political values and significant aspects of life for some different groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850
	<ul style="list-style-type: none"> □ Analyse some of the challenges facing individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1800 and 1850
	<ul style="list-style-type: none"> □ Analyse the displacement experienced by various groups and communities, including Indigenous communities, who were living in or who came to Canada between 1800 and 1850
<i>Inquiry: Perspectives in British North America</i>	
<p>By the end of Grade 7, students will:</p> <p>-use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850</p>	<ul style="list-style-type: none"> □ Formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850
	<ul style="list-style-type: none"> □ Gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources
	<ul style="list-style-type: none"> □ Assess the credibility of sources and information relevant to their investigations
	<ul style="list-style-type: none"> □ Analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, with a focus on exploring their spatial boundaries
	<ul style="list-style-type: none"> □ Interpret and analyse information and evidence relevant to their investigations, using a variety of tools
	<ul style="list-style-type: none"> □ Evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events,

	<p>developments, or issues that affected Canada and/or people in Canada during this period</p>
	<ul style="list-style-type: none"> □ Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences
<p><i>Understanding Historical Context: Events and Their Consequence</i></p>	
<p>By the end of Grade 7, students will:</p> <p>- describe various significant people, events, and developments, including treaties between Indigenous nations and imperial powers, in Canada between 1800 and 1850, and explain their impact</p>	<ul style="list-style-type: none"> □ Identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850, and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities □ Identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada □ Identify key political and legal changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities □ Identify key social and economic changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities □ Describe interactions between different groups and communities in Canada during this period □ Identify some significant individuals and groups in Canada during this period, and explain their contribution to Canadian heritage and/or identities

Geography

Physical Patterns in a Changing World

Section	Specific Expectations
<i>Application: : Interrelationships between People and the Physical Environment</i>	
By the end of Grade 7, students will: - analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them	<input type="checkbox"/> Describe various ways in which people have responded to challenges and opportunities presented by the physical environment , and analyse short- and long-term effects of some of these responses
	<input type="checkbox"/> Compare and contrast the perspectives of some different groups on the challenges and opportunities presented by the natural environment
	<input type="checkbox"/> Assess the physical environment in various locations around the world to determine which environment or environments have the greatest impact on people
	<input type="checkbox"/> Assess ways in which different peoples living in similar physical environments have responded to challenges and opportunities presented by these environments, and assess the sustainability of these responses
<i>Inquiry: Investigating Physical Features and Processes</i>	
By the end of Grade 7, students will: - use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective	<input type="checkbox"/> Formulate questions to guide investigations into the impact of natural events and/or human activities that change the physical environment , ensuring that their questions reflect a geographic perspective
	<input type="checkbox"/> Gather and organize data and information from a variety of sources, and using various technologies, on the impact of natural events and/or human activities that change the physical environment, ensuring that their sources reflect more than one perspective
	<input type="checkbox"/> Analyse and construct maps as part of their investigations into the impact of natural events and/or human activities that change the physical environment, with a focus on investigating the spatial boundaries of the impact
	<input type="checkbox"/> Interpret and analyse data and information relevant to their

	investigations, using various tools and spatial technologies
	<input type="checkbox"/> Evaluate evidence and draw conclusions about the impact of natural events and/or human activities that change the physical environment
	<input type="checkbox"/> Communicate the results of their inquiries, using appropriate vocabulary and formats appropriate for specific audiences
<i>Understanding Geographic Context: Patterns in the Physical Environment</i>	
By the end of Grade 7, students will:	<input type="checkbox"/> Identify the location and describe the physical characteristics of various landforms
- demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features	<input type="checkbox"/> Describe some key natural processes and human activities that create and change landforms
	<input type="checkbox"/> Demonstrate the ability to extract information from and analyse topographical maps
	<input type="checkbox"/> Describe patterns and physical characteristics of some major water bodies and systems around the world
	<input type="checkbox"/> Describe some key natural processes and human activities that create and change water bodies and systems
	<input type="checkbox"/> Describe patterns and characteristics of major climate regions around the world
	<input type="checkbox"/> Describe some key natural processes and other factors, including human activities that create and change climate patterns
	<input type="checkbox"/> Analyse and construct climate graphs to gather information on and illustrate climate patterns for a specific location
	<input type="checkbox"/> Describe patterns and characteristics of major natural vegetation regions around the world
	<input type="checkbox"/> Describe some key natural processes and human activities that create and change natural vegetation patterns
	<input type="checkbox"/> Describe how different aspects of the physical environment interact with each other in two or more regions of the world

Natural Resources Around the World: Use and Sustainability

Section	Specific Expectations
<i>Application: Natural Resources and Sustainability</i>	
<p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> - analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources 	<ul style="list-style-type: none"> □ Analyse interrelationships between the location/accessibility, mode of extraction/harvesting, and use of various natural resources □ Analyse natural resource extraction/harvesting and use in some specific regions of the world including the sustainability of these practices □ Assess the efforts of some groups, agencies, and/or organizations in helping to preserve natural resources □ Create a personal plan of action outlining how they can contribute to more sustainable natural resource extraction/harvesting and/or use
<i>Inquiry: Investigating Issues Related to Natural Resources</i>	
<p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> - use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective 	<ul style="list-style-type: none"> □ Formulate questions to guide investigations into issues related to the impact of the extraction/ harvesting and/or use of natural resources around the world from a geographic perspective □ Gather and organize data and information from a variety of sources on the impact of resource extraction/harvesting and/or use, ensuring that their sources reflect more than one perspective □ Analyse and construct maps as part of their investigations, with a particular focus on exploring the spatial boundaries of and, where applicable, patterns relating to their topics □ Interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies □ Evaluate evidence and draw conclusions about issues related to the impact of natural resource extraction/harvesting and/or use around the world □ Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences

Understanding Geographic Context: Using Natural Resources

By the end of Grade 7, students will:

- demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources

- Identify Earth's renewable, non-renewable, and flow resources, and explain their relationship to Earth's physical features
- Describe ways in which people use the natural environment, including specific elements within it, to meet their needs and wants
- Identify significant short- and long-term effects of natural resource extraction/harvesting and use on people and the environment
- Describe the perspectives of different groups regarding the use of the natural environment to meet human needs
- Describe some responses to social and/or environmental challenges arising from the use of natural resources
- Demonstrate the ability to extract information from, analyse, and construct GIS maps relating to natural resources around the world

The Arts

Dance

Fundamental Concepts for Grade 7

Elements of Dance

- *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, weight transfer
- *space*: levels, pathways, directions, positive versus negative space, proximity of dancers to one another, various group formations, performance space
- *time*: pause, freeze, with music, without music, duration, rhythm, tempo, acceleration/deceleration
- *energy*: effort, force, quality, inaction versus action, percussion, fluidity
- *relationship*: dancers to objects, opposition, groupings, meet/part, follow/lead, emotional connections between dancers, groupings

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 7, students will: -apply the creative process to the composition of short dance pieces, using the elements of dance to communicate feelings and ideas	<input type="checkbox"/> Create dance pieces to represent or respond to specific rhythms and pieces of music
	<input type="checkbox"/> Use dance as a language to communicate ideas from their own writing or media works
	<input type="checkbox"/> Use theme and variations in a variety of ways when creating dance pieces
	<input type="checkbox"/> Use the elements of dance and choreographic forms to communicate a variety of themes or moods
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 7, students will: - apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences	<input type="checkbox"/> 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 and communicate their responses in a variety of ways
	<input type="checkbox"/> 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
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as choreographers and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 7,	<input type="checkbox"/> Describe the evolution of dance and performance as different groups of

students will: -demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and/or historical contexts	people have responded to external factors such as migration, a new environment, and/or contact with other groups or cultures
	<input type="checkbox"/> Identify ways in which dance and its depictions in the media may influence a person's character development and sense of identity

Drama

Fundamental Concepts in Grade 7

Elements of Drama

- *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
- *relationships*: developing and analysing multidimensional relationships in the drama
- *time and place*: improvising with/adapting available materials to establish setting; using blocking and stage areas in planning and performance
- *tension*: using sound, lighting, technology, and stage effects to heighten tension; using foreshadowing to create suspense
- *focus and emphasis*: using a range of devices and effects to highlight specific aspects of the performance for the audience

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 7, students will: -apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives	<input type="checkbox"/> 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
	<input type="checkbox"/> Demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects
	<input type="checkbox"/> 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
	<input type="checkbox"/> Communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to heighten the dramatic experience
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 7, students will: -apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences	<input type="checkbox"/> Construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences
	<input type="checkbox"/> Analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences
	<input type="checkbox"/> Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 7,	<input type="checkbox"/> Compare and contrast how social values are communicated in

students will: - demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and/or historical contexts	several different drama forms and/or styles of live theatre from different times and places
	<input type="checkbox"/> Identify and describe several ways in which drama and theatre contribute to contemporary social, economic, and cultural life

Music

Fundamental Concepts for Grade 7

Elements of Music

- *duration*: tempo markings, rhythms in the repertoire they play and/or sing
- *pitch*: blues scale, grand staff, keys encountered in the repertoire they perform
- *dynamics and other expressive controls*: articulation and expression marks encountered in the repertoire they perform
- *timbre*: tone colour of complex ensembles
- *texture/harmony*: major and minor triads
- *form*: 12-bar blues

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 7, students will: -apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music	<input type="checkbox"/> 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
	<input type="checkbox"/> Apply the elements of music when singing and/or playing, composing, and arranging music to create specific effects and clear purposes
	<input type="checkbox"/> Create musical compositions for specific purpose and audience
	<input type="checkbox"/> Use the tools and techniques of musicianship in musical performances
	<input type="checkbox"/> Demonstrate an understanding of standard and other types of musical notation through performance and composition
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 7, students will: - apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences	<input type="checkbox"/> Express analytical, personal responses to musical performances in a variety of ways
	<input type="checkbox"/> Analyse, using musical terminology, ways in which the elements are used in the music that they perform, listen to, and create
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 7, students will: -demonstrate an understanding of a variety of	<input type="checkbox"/> Analyse the influences of music and the media on the development of personal and cultural identity
	<input type="checkbox"/> Analyse some historical, cultural, and technological influences on

musical genres and styles from the past and present, and their sociocultural and historical contexts	style, genre, and innovation in music
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Visual Arts

Fundamental Concepts for Grade 7	
Elements of Design <ul style="list-style-type: none"> • <i>line</i>: lines for expressive purposes; diagonal and converging lines to create depth of space; repetition of lines to create visual rhythm • <i>shape and form</i>: various shapes and forms, symbols, icons, logos, radial balance • <i>space</i>: 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 • <i>colour</i>: analogous colours; transparent colour created with watercolour or tissue paper decoupage • <i>texture</i>: textures created with a variety of tools, materials, and techniques • <i>value</i>: shading Principles of Design <ul style="list-style-type: none"> • <i>unity and harmony</i>: radial balance; similarity; continuity; alignment; proximity 	
Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 7, students will: -apply the creative process 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	<ul style="list-style-type: none"> □ Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view □ 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 □ Use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose □ Use a variety of materials, tools, and techniques to respond to design challenges: <ul style="list-style-type: none"> □ drawing □ mixed media □ painting □ printmaking □ sculpture □ technology
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 7, students will: - apply the critical analysis	<ul style="list-style-type: none"> □ Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey □ Explain how the elements and principles of design are used to

process to communicate their feelings, ideas, and understandings in response to a variety of art works and art experiences	communicate meaning or understanding
	<input type="checkbox"/> Demonstrate an understanding of how to read and interpret signs, symbols, and style in works of art
	<input type="checkbox"/> Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 7, students will: -demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts	<input type="checkbox"/> Identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of cultures and civilizations
	<input type="checkbox"/> 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

Health & Physical Education

Social-Emotional Learning Skills

Section	Specific Expectations
<p>By the end of Grade 7, students will:</p> <p>-apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.</p>	<p>Identification and Management of Emotions</p> <ul style="list-style-type: none"> □ Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others
	<p>Stress Management and Coping</p> <ul style="list-style-type: none"> □ Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience
	<p>Positive Motivation and Perseverance</p> <ul style="list-style-type: none"> □ Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope
	<p>Healthy Relationships</p> <ul style="list-style-type: none"> □ Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity
	<p>Self-Awareness and Sense of Identity</p> <ul style="list-style-type: none"> □ Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support

	<p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> □ Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making
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Active Living

Section	Specific Expectations
<i>Active Participation</i>	
<p>By the end of Grade 7, students will:</p> <p>-participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;</p>	<ul style="list-style-type: none"> □ Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program
	<ul style="list-style-type: none"> □ Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments
	<ul style="list-style-type: none"> □ Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day
<i>Physical Fitness</i>	
<p>By the end of Grade 7, students will:</p> <p>- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living</p>	<ul style="list-style-type: none"> □ 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 20 minutes each day
	<ul style="list-style-type: none"> □ Identify factors that can affect health-related fitness can be applied to develop fitness
	<ul style="list-style-type: none"> □ Assess their level of health-related fitness during various physical activities and monitor changes in fitness levels over time
	<ul style="list-style-type: none"> □ Develop, implement, and revise a personal plan to meet short-term, health-related fitness goals
<i>Safety</i>	
<p>By the end of Grade 7, students will:</p> <p>-demonstrate responsibility for their</p>	<ul style="list-style-type: none"> □ Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity in a variety of physical

own safety and the safety of others as they participate in physical activities	activity settings
	<ul style="list-style-type: none"> □ Demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors

Movement Competence: Skills, Concepts, and Strategies

Section	Specific Expectations
<i>Movement Skills and Concepts</i>	
<p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> □ Perform smooth transfers of weight and rotations, in relation to others and equipment in a variety of situations involving static and dynamic balance
	<ul style="list-style-type: none"> □ Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli
	<ul style="list-style-type: none"> □ 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
	<ul style="list-style-type: none"> □ Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities
<i>Movement Strategies</i>	
<p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> □ Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments
	<ul style="list-style-type: none"> □ Describe and compare different categories of physical activities and describe strategies that they found effective while participating in a variety of physical activities in different categories
	<ul style="list-style-type: none"> □ Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities

Healthy Living

Section	Specific Expectations
<i>Understanding Health Concepts</i>	
<p>By the end of Grade 7, students will:</p> <p>-demonstrate an understanding of factors that contribute to healthy development</p>	<p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> □ Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies, and identify protective responses
	<p>Substance Use, Addictions, and Related Behaviours</p> <ul style="list-style-type: none"> □ Demonstrate an understanding of linkages between mental health problems and problematic substance use, as well as between brain development and cannabis use, and identify school and community resources that can provide support for mental health concerns relating to substance use, addictions, and related behaviours
	<p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> □ Explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (<i>e.g., choosing to abstain from any genital contact; choosing to abstain from vaginal or anal intercourse; choosing to abstain from oral-genital contact</i>); the reasons for not engaging in sexual activity; the concept of consent, the legal age of consent, and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in a healthy, loving relationship □ Identify common sexually transmitted infections (STIs), and describe their symptoms □ Identify ways of preventing STBBIs and/or unplanned pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms and other forms of protection consistently
Mental Health Literacy	

	<ul style="list-style-type: none"> □ Demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems
<i>Making Healthy Choices</i>	
<p>By the end of Grade 7, students will:</p> <p>- 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</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> □ 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
	<p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> □ Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents
	<p>Substance Use, Addictions, and Related Behaviours</p> <ul style="list-style-type: none"> □ Explain how preoccupation with body image can contribute to substance abuse, and demonstrate the ability to make informed choices about caring for their bodies
	<p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> □ Demonstrate an understanding of physical, emotional, social, and cognitive factors that need to be considered when making decisions related to sexual health
<i>Making Connections for Healthy Living</i>	
<p>By the end of Grade 7, students will:</p> <p>-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</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> □ Demonstrate an understanding of personal and external factors that affect people's food choices and eating habits, and identify ways of encouraging healthier eating practices
	<p>Substance Use, Addictions, and Related Behaviours</p> <ul style="list-style-type: none"> □ Analyse the personal and societal implications of issues related to substance use, addictions, and related behaviours
	<p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> □ Explain how relationships with others and sexual health may be affected by the physical and emotional changes associated with puberty

Core French

Listening

Section	Specific Expectations
<i>Listening to Understand</i>	
By the end of Grade 7, students will: - determine meaning in a variety of oral French texts, using a range of listening strategies	<input type="checkbox"/> Identify a range of listening strategies to suit a variety of situations while participating in social and academic interactions
	<input type="checkbox"/> Respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest
<i>Listening to Interact</i>	
By the end of Grade 7, students will: - interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences	<input type="checkbox"/> Identify and use interactive listening strategies to suit the situation while participating in a variety of social and academic interactions about familiar and personally relevant topics
	<input type="checkbox"/> Respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics
	<input type="checkbox"/> (a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively and some strategies they found helpful before, during, and after listening; <input type="checkbox"/> (b) identify their areas of greater and lesser strength as listeners; and plan steps they can take to improve their listening skill
<i>Intercultural Understanding</i>	
By the end of Grade 7, students will:	<input type="checkbox"/> Using information from oral French texts, identify French-speaking communities in the Americas outside Canada, find

-demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities	out about aspects of their cultures, and make connections to personal experiences and their own and other communities
	<input type="checkbox"/> Using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities

Speaking

Section	Specific Expectations
<i>Speaking to Communicate</i>	
<p>By the end of Grade 7, students will:</p> <p>- communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience</p>	<input type="checkbox"/> Identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences
	<input type="checkbox"/> Using familiar words and expressions, produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of immediate personal relevance, with contextual, auditory, and visual support
	<input type="checkbox"/> Speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about personal and familiar topics
<i>Speaking to Interact</i>	
<p>By the end of Grade 7, students will:</p> <p>- participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p>	<input type="checkbox"/> Demonstrate an understanding of appropriate speaking behaviour in a variety of situations
	<input type="checkbox"/> Engage in a variety of guided spoken interactions with their peers and the teacher, using familiar sentence structures and expressions, with teacher modelling and support as appropriate
	<input type="checkbox"/> (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after speaking to communicate effectively; <input type="checkbox"/> (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills

<i>Intercultural Understanding</i>	
By the end of Grade 7, students will: - in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.	<input type="checkbox"/> Communicate information orally about French-speaking communities in the Americas outside Canada, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities
	<input type="checkbox"/> Identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions

Reading

Section	Specific Expectations
<i>Reading Comprehension</i>	
By the end of Grade 7, students will: - determine meaning in a variety of French texts, using a range of reading comprehension strategies	<input type="checkbox"/> Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modelled, shared, guided, and independent reading contexts
	<input type="checkbox"/> Demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate
	<input type="checkbox"/> Read a variety of texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text
	<input type="checkbox"/> Use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words
<i>Purpose, Form, Style</i>	
By the end of Grade 7, students will: - identify the purpose(s) and characteristics of a	<input type="checkbox"/> Identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms
	<input type="checkbox"/> Identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms

variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;	<ul style="list-style-type: none"> □ (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after reading to understand texts; □ (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills
<i>Intercultural Understanding</i>	
<p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> - demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations & communities. 	<ul style="list-style-type: none"> □ Using information from a variety of French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities
	<ul style="list-style-type: none"> □ Identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities

Writing

Section	Specific Expectations
<i>Purpose, Audience, and Form</i>	
<p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> - write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for this level 	<ul style="list-style-type: none"> □ Determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create
	<ul style="list-style-type: none"> □ Write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form
	<ul style="list-style-type: none"> □ Communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation
<i>The Writing Process</i>	
<p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> - use the stages of the writing process – including pre-writing, producing drafts, 	<ul style="list-style-type: none"> □ Generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources
	<ul style="list-style-type: none"> □ Plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies
	<ul style="list-style-type: none"> □ Make improvements to enhance the clarity and readability of their written work, and use a few elements of effective

revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively	presentation to produce a polished product for publication
	<ul style="list-style-type: none"> □ (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing; □ (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills
<i>Intercultural Understanding</i>	
By the end of Grade 7, students will: - in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.	<ul style="list-style-type: none"> □ In their written work, communicate information about French-speaking communities in the Americas outside Canada, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities
	<ul style="list-style-type: none"> □ Identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in their written work

French Immersion

Listening

Section	Specific Expectations
<i>Listening to Understand</i>	
By the end of Grade 7, students will: - determine meaning in a variety of oral French texts, using appropriate listening strategies	<ul style="list-style-type: none"> □ Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand explicit and implicit messages in a variety of oral French texts, including increasingly complex texts
	<ul style="list-style-type: none"> □ Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations
	<ul style="list-style-type: none"> □ Listening for Meaning: demonstrate an understanding of the intent and meaning of various oral French texts containing familiar and unfamiliar words and expressions and dealing with a variety of familiar, academic, and personally relevant topics, with support as appropriate
	<ul style="list-style-type: none"> □ Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and

	information in a variety of oral media texts about familiar, academic, and personally relevant topics, with teacher support as appropriate
<i>Listening to Interact</i>	
<p>By the end of Grade 7, students will:</p> <p>- interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences</p>	<input type="checkbox"/> Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in a variety of extended interactions in familiar social and academic contexts
	<input type="checkbox"/> Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics
	<input type="checkbox"/> Metacognition: (a) describe factors that prevent them from listening effectively and strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills
<i>Intercultural Understanding</i>	
<p>By the end of Grade 7, students will:</p> <p>- demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities</p>	<input type="checkbox"/> Intercultural Awareness: using information from oral French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities
	<input type="checkbox"/> Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities

Speaking

Section	Specific Expectations
<i>Speaking to Communicate</i>	
By the end of Grade 7,	<input type="checkbox"/> Using Oral Communication Strategies: identify a range of

<p>students will:</p> <p>- communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience</p>	<p>speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences</p> <ul style="list-style-type: none"> □ Producing Oral Communications: produce planned, rehearsed, and spontaneous messages in French containing information and ideas about academic topics and matters of personal interest, with contextual, auditory, and visual support □ Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and spontaneous communications about a variety of academic and personally relevant topics, using familiar words and expressions □ Creating Media Texts: create a variety of increasingly complex oral media texts using forms, conventions, and techniques appropriate to the purpose and audience
<p><i>Speaking to Interact</i></p>	
<p>By the end of Grade 7, students will:</p> <p>- participate in spoken interactions in French for a variety of purposes with diverse audiences</p>	<ul style="list-style-type: none"> □ Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations □ Interacting: engage in rehearsed and spontaneous spoken interactions, in social and academic contexts, about academic and personally relevant topics □ Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills
<p><i>Intercultural Understanding</i></p>	
<p>By the end of Grade 7, students will:</p> <p>- in their spoken communications, demonstrate an awareness of aspects of culture in diverse</p>	<ul style="list-style-type: none"> □ Intercultural Awareness: communicate information orally about French-speaking communities in the Americas outside Canada, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities □ Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social

<p>French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations</p>	<p>situations in diverse French-speaking communities, and use them appropriately in spoken interactions</p>
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Reading

Section	Specific Expectations
<i>Reading Comprehension</i>	
<p>By the end of Grade 7, students will:</p> <p>- determine meaning in a variety of French texts, using a range of reading comprehension strategies</p>	<ul style="list-style-type: none"> <li data-bbox="561 1163 1471 1318">□ Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate <li data-bbox="561 1318 1471 1486">□ Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with support as appropriate <li data-bbox="561 1486 1471 1696">□ Reading with Fluency: read a variety of French texts containing increasingly complex vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues <li data-bbox="561 1696 1471 1791">□ Developing Vocabulary: identify and use a range of different strategies to expand vocabulary through reading <li data-bbox="561 1791 1471 1839">□ Responding to and Evaluating Media Texts: evaluate the

	effectiveness of the treatment and presentation of ideas and information in a variety of media texts about familiar, academic, and personally relevant topics, with teacher support as appropriate
<i>Purpose, Form, Style</i>	
<p>By the end of Grade 7, students will:</p> <p>-identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms</p>	<input type="checkbox"/> Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms
	<input type="checkbox"/> Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages, with support and guidance from the teacher
	<input type="checkbox"/> Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills
<i>Intercultural Understanding</i>	
<p>By the end of Grade 7, students will:</p> <p>- demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities</p>	<input type="checkbox"/> Intercultural Awareness: using information from a variety of French texts, identify French speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities
	<input type="checkbox"/> Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities

Writing

Section	Specific Expectations
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<i>Purpose, Audience, and Form</i>	
<p>By the end of Grade 7, students will:</p> <p>- write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively</p>	<input type="checkbox"/> Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create
	<input type="checkbox"/> Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, following models appropriate to the purpose and applying their knowledge of the basic structural and stylistic elements of each form
	<input type="checkbox"/> Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources
	<input type="checkbox"/> Using Stylistic Elements: use word choice, stylistic elements, and conventions of text to establish a personal voice and a clear point of view
	<input type="checkbox"/> Creating Media Texts: using words and expressions suited to the context, create a variety of media texts in French for specific purposes and audiences, using a range of media forms and the conventions and techniques appropriate to the chosen form
	<input type="checkbox"/> Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation
<i>The Writing Process</i>	
<p>By the end of Grade 7, students will:</p> <p>- use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively</p>	<input type="checkbox"/> Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate
	<input type="checkbox"/> Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a range of strategies
	<input type="checkbox"/> Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate
	<input type="checkbox"/> Metacognition: (a) identify, in conversation with the teacher and their peers, several strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills

Intercultural Understanding

By the end of Grade 7, students will:

- in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations

- Intercultural Awareness: in their written work, communicate information about French speaking communities in the Americas outside Canada, including aspects of their culture and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities
- Awareness of Sociolinguistic Conventions: identify conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in their written work