



GRADE 7

Curriculum Package

(September 2010)



Ministry of
Education

For ease of reference, this Grade 7 Curriculum Package compiles all Prescribed Learning Outcomes and Suggested Achievement Indicators from within each subject-based Integrated Resource Package (IRP) into one comprehensive document.

www.bced.gov.bc.ca/irp

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This document provides basic information about the provincial curriculum requirements for **Grade 7** students in British Columbia. The full text of all provincially prescribed curricula is available online at www.bced.gov.bc.ca/irp/irp.htm

REQUIRED AREAS OF STUDY

As stated in the *Required Areas of Study In An Educational Program Order* (www.bced.gov.bc.ca/legislation/schoollaw/e/m295-95.pdf) each school year a board must offer to all students in **Grade 7** an educational program that meets all the Prescribed Learning Outcomes set out in the applicable educational program guide in

- English Language Arts, or in the case of a student enrolled in a francophone educational program, French Language Arts
- Social Studies
- A second language, or in the case of a French Immersion student, French Language Arts (Note: in order to satisfy the **Grade 7** Second Language requirement, schools may choose to offer any language. A list of options is available on the Ministry of Education International Languages Curriculum web page: http://www.bced.gov.bc.ca/irp/irp_lang.htm)
- Mathematics
- Science
- Physical Education
- Arts Education: Dance, Drama, Music and Visual Arts
- Health and Career Education
- Daily Physical Activity

HOW TO USE THIS DOCUMENT

For each required area of study for **Grade 7**, the Prescribed Learning Outcomes and corresponding Suggested Achievement Indicators are presented in a series of tables.

Prescribed Learning Outcomes

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, prescribed learning outcomes set out the required attitudes, skills, and knowledge – what students are expected to know and be able to do – by the end of the specified subject and grade.

Schools are responsible for ensuring that all Prescribed Learning Outcomes for each required area of study are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

All prescribed learning outcomes complete the stem, “It is expected that students will”

Prescribed Learning Outcomes are presented by curriculum organizer (and suborganizer as applicable), and for some subjects are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Suggested Achievement Indicators

Suggested Achievement Indicators in relation to each Prescribed Learning Outcome are included to support the assessment of provincially prescribed curricula.

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Suggested Achievement Indicators describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator presents only one aspect of the corresponding learning outcome, the entire set of achievement indicators can assist teachers when determining whether students have fully met the learning outcome.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

ENGLISH LANGUAGE ARTS – GRADE 7

Prescribed Learning Outcomes and Suggested Achievement Indicators



ORAL LANGUAGE (PURPOSES)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> – contributing to group success – discussing and analysing ideas and opinions (e.g., debating) – improving and deepening comprehension – discussing concerns and resolving problems – negotiating consensus or agreeing to differ – completing a variety of tasks | <ul style="list-style-type: none"> <input type="checkbox"/> share ideas relevant to class activities and discussions (e.g., teacher or student-selected pairs or small groups, whole class brainstorming, literature circles, book clubs) <input type="checkbox"/> speak and listen in partner, small group, and whole class discussion to accomplish a substantive task (e.g., suggest a plan of action for a student council, present a mock trial of an historical figure, take turns in a structured debate) <input type="checkbox"/> share ideas in structured discussions and dialogues to explore issues, varying viewpoints, and conflicts <input type="checkbox"/> ask questions to sustain and extend interactions <input type="checkbox"/> listen to classmates and others without interrupting, speak respectfully to others, and use language and tone appropriately when disagreeing <input type="checkbox"/> offer ideas and experiences that build on the ideas of others <input type="checkbox"/> speak and listen to respond to others’ needs, feelings, and reactions, taking into account verbal and nonverbal cues (e.g., tone, inflection, body language, facial expression) <input type="checkbox"/> synthesize viewpoints of others, identify similarities and differences between viewpoints, and discuss ways differences can be resolved or minimized |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p>A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by</p> <ul style="list-style-type: none"> – using prior knowledge and/or other sources of evidence – staying on topic in focussed discussions – presenting in a clear, focussed, organized, and effective manner – explaining and effectively supporting a viewpoint | <ul style="list-style-type: none"> <input type="checkbox"/> identify purpose (e.g., to explain, persuade, entertain) and audience (e.g., parents, peers, principal) for speaking and presenting <input type="checkbox"/> present/discuss in their own words information that is accurate, states a clear topic, is sequenced logically, and includes specific and relevant examples and details (e.g., summarize a politician’s position on an issue, present a dramatization of life as a slave in ancient Egypt) <input type="checkbox"/> explain their own viewpoints and give reasons, and, if applicable, support judgments through references to a text, prior knowledge, or other sources of evidence <input type="checkbox"/> when delivering a persuasive presentation, state a clear position or perspective in support of an argument or proposal, describe the points in support of the argument, and employ well-articulated evidence <input type="checkbox"/> use vocabulary appropriate to topic and audience (e.g., content-specific words and phrases, such as “civilization”) <input type="checkbox"/> use tone, volume, pacing, phrasing, and gesture to engage audience and enhance meaning <input type="checkbox"/> use speaking to explore new ideas and opinions, and support and build on the ideas and opinions of others (e.g., “When we started listening to the speech, I thought I agreed with the speaker, but when she/he got to the part about..., I realized that I had a different opinion.”) |
| <p>A3 listen critically to understand and analyse ideas and information, by</p> <ul style="list-style-type: none"> – summarizing and synthesizing – generating questions – visualizing and sharing – making inferences and drawing conclusions – interpreting the speaker’s verbal and nonverbal messages, purposes, and perspectives – analysing – ignoring distractions | <ul style="list-style-type: none"> <input type="checkbox"/> identify and state a purpose for listening <input type="checkbox"/> summarize and synthesize facts and significant details, and differentiate between main ideas and supporting details <input type="checkbox"/> ask probing questions to clarify or extend knowledge of a topic <input type="checkbox"/> identify an author or speaker’s viewpoint and purpose, and support with evidence <input type="checkbox"/> respond to persuasive messages with questions, challenges, or affirmations <input type="checkbox"/> use information and techniques from listening experiences in their own writing, representing, and speaking <input type="checkbox"/> demonstrate attentive listening in nonverbal ways (e.g., take notes, sketch or diagram key ideas, nod to show agreement, use facial expressions) <input type="checkbox"/> attend to speaker without distracting or interrupting (e.g., raise hand to ask questions or make comments, wait turn to speak, record questions to ask at an appropriate time) |

ORAL LANGUAGE (*Strategies*)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A4 select and use various strategies when interacting with others, including</p> <ul style="list-style-type: none"> – accessing prior knowledge – making and sharing connections – asking questions for clarification and understanding – taking turns as speaker and listener – paraphrasing to clarify meaning | <ul style="list-style-type: none"> <input type="checkbox"/> refer to relevant texts they have read or heard, or contribute relevant experiences to the topic or task <input type="checkbox"/> connect and relate prior experiences, insights, and ideas to those of a speaker <input type="checkbox"/> make connections to personal and shared ideas and experiences by talking in pairs or small groups <input type="checkbox"/> ask thoughtful questions and respond to questions with appropriate elaboration <input type="checkbox"/> balance role of self as speaker and listener and follow the rules of conversation <input type="checkbox"/> explain and show understanding of other viewpoints |
| <p>A5 select and use various strategies when expressing and presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> – setting a purpose – accessing prior knowledge – generating ideas – making and sharing connections – asking questions to clarify and confirm meaning – organizing information – practising delivery – self-monitoring and self-correcting in response to feedback | <ul style="list-style-type: none"> <input type="checkbox"/> identify audience and purpose for specific oral presentations (e.g., persuade class, share literature response with a peer) <input type="checkbox"/> discuss what they already know about the topic and elicit ideas from others <input type="checkbox"/> select a focus, an organizational structure, and a viewpoint, matching the purpose, message, and occasion <input type="checkbox"/> emphasize key points to assist the listener in following the main ideas and concepts <input type="checkbox"/> practise with peer support, ask for feedback, and incorporate suggestions (e.g., select and rehearse some specific phrases and gestures to engage audience) <input type="checkbox"/> monitor volume, tone, intonation, pace, expression, and gesture depending on the situation (e.g., when delivering an announcement at a school assembly vs. speaking to peers, preparing cue cards) <input type="checkbox"/> use appropriate strategies for making connections with the audience (e.g., position themselves so others can see and hear, use body language such as smiling or making eye contact) <input type="checkbox"/> adjust presentation in response to feedback (e.g., maintain effective communication even when in disagreement) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p>A6 select and use various strategies when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> - accessing prior knowledge - making predictions about content before listening - focussing on the speaker - listening for specifics - generating questions - recalling, summarizing, and synthesizing - drawing inferences and conclusions - distinguishing between fact and opinion - visualizing - monitoring comprehension | <ul style="list-style-type: none"> <input type="checkbox"/> make logical predictions about content based on recalling prior knowledge (including knowledge of genre and story structure, and knowledge of the speaker and the context) <input type="checkbox"/> generate focus questions before listening <input type="checkbox"/> identify key words and phrases to focus listening <input type="checkbox"/> identify key phrases or visual organizers used to focus or extend understanding (e.g., transition terms such as “consequently,” “in conclusion”; visuals indicating key points) <input type="checkbox"/> make accurate notes using logical categories or headings <input type="checkbox"/> use simple techniques for recall (e.g., “There are three steps to remember...”) <input type="checkbox"/> recognize when a message is not making sense (e.g., ask questions to clarify) and identify the problem (e.g., there was too much information to write down) <input type="checkbox"/> identify bias in oral texts (e.g., viewpoint, possible motivation for bias or perspective, fact vs. opinion, emotional vs. logical) |

ORAL LANGUAGE (*Thinking*)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A7 demonstrate enhanced vocabulary knowledge and usage</p> | <ul style="list-style-type: none"> <input type="checkbox"/> use expanding vocabulary in own speech, including vocabulary related to specific subject areas <input type="checkbox"/> use new vocabulary introduced in texts and class discussions <input type="checkbox"/> use increasingly descriptive and powerful words <input type="checkbox"/> use language to justify and defend positions and viewpoints <input type="checkbox"/> select purposeful and precise language |
| <p>A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> understand and respond to literary and creative works (e.g., agree with interesting propositions, provide alternative viewpoint, become intrigued by unsolved mystery, suggest solution to conflict) <input type="checkbox"/> orally express a personal viewpoint with supporting details and recognize that it may differ from that of others; defend personal viewpoint while maintaining respect for the viewpoints of others <input type="checkbox"/> make meaningful connections between new information and ideas and prior knowledge and beliefs about the topic <input type="checkbox"/> connect themes, characters, and plot in literature with own experiences or other literature <input type="checkbox"/> build on others’ ideas (e.g., expand on and acknowledge the ideas of others during brainstorming) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p>A9 use speaking and listening to improve and extend thinking, by</p> <ul style="list-style-type: none"> - questioning and speculating - acquiring new ideas - analysing and evaluating ideas - developing explanations - considering alternative viewpoints - summarizing and synthesizing - problem solving | <ul style="list-style-type: none"> <input type="checkbox"/> identify logical connections between new information and ideas and extend own thinking built on that logic <input type="checkbox"/> present a new idea, and defend the validity of the idea with reasons or evidence <input type="checkbox"/> identify and evaluate implicit assumptions supporting a particular argument in oral text <input type="checkbox"/> compare and contrast information from a variety of sources and determine the validity of source; begin to identify contradictions, ambiguities, bias, and a shift of opinion <input type="checkbox"/> with support, develop and apply criteria for assessing the value of ideas and information (e.g., possibility of bias, logical soundness, source of ideas and information, congruence with prior knowledge, shift of opinion, and irrelevancies within ideas and information) <input type="checkbox"/> identify what is not included (e.g., whose perspective is left out; what information, arguments, or positions are not included) <input type="checkbox"/> question and speculate on possibilities regarding the ideas and information presented <input type="checkbox"/> give examples of the importance of oral language in society <input type="checkbox"/> identify a speaker's use of various words to influence the audience's feelings and attitudes <input type="checkbox"/> ask and answer critical questions about an advertisement (e.g., "Who is the target audience for this ad? How do you know?") |
| <p>A10 reflect on and assess their speaking and listening, by</p> <ul style="list-style-type: none"> - referring to class-generated criteria - considering and incorporating peer and adult feedback - setting goals and creating a plan for improvement - taking steps toward achieving goals | <ul style="list-style-type: none"> <input type="checkbox"/> describe the qualities of a good listener/speaker and identify those that they demonstrate <input type="checkbox"/> identify strengths and areas for improvement (e.g., "I speak clearly and the class said they could hear me, but I need to work on not using distracting 'filler words.'") <input type="checkbox"/> using class-generated criteria, reflect on progress toward meeting goals; state achievable goals for future speaking and listening experiences (e.g., "I will speak clearly," "I will put my ideas in logical order.") <input type="checkbox"/> discuss a presentation's success in accomplishing its goal (e.g., to report on research, share personal experience, offer and support a viewpoint or opinion about an issue or problem) <input type="checkbox"/> modify presentations through analysis of feedback from the audience <input type="checkbox"/> show engagement and enthusiasm for speaking and listening <input type="checkbox"/> use "think-alouds" to self-assess |

ORAL LANGUAGE (*Features*)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A11 recognize and apply the features of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> – context (e.g., audience, purpose, situation) – text structure – a variety of sentence lengths, structures, and types – smooth transitions and connecting words – syntax (i.e., grammar and usage) – diction – nonverbal communication – receptive listening posture | <ul style="list-style-type: none"> <input type="checkbox"/> select or identify appropriate register (e.g., formal, informal) <input type="checkbox"/> establish and sustain a sense of beginning, middle, and end (e.g., stay on topic and sequence ideas in meaningful ways, conclude purposefully) <input type="checkbox"/> express ideas using a variety of sentence types to enhance audience engagement (e.g., use simple, compound, complex, and compound-complex sentences; use effective co-ordination and subordination of ideas to express complete thoughts) <input type="checkbox"/> use a variety of connecting words and transitions to link ideas in speech (e.g., similarly, in conclusion, on the other hand) <input type="checkbox"/> recognize awkward phrasing in speaking and self-correct by restating <input type="checkbox"/> use correct grammar when speaking <input type="checkbox"/> use appropriate volume, expression, pace, tone, and emphasis when speaking <input type="checkbox"/> maintain an appropriate listening posture, including focussing on the speaker |
| <p>A12 recognize the structures and patterns of language in oral texts, including</p> <ul style="list-style-type: none"> – literary devices – sound devices – structural sequencing cues – idiomatic expressions | <ul style="list-style-type: none"> <input type="checkbox"/> recognize and use literary devices (e.g., metaphor) <input type="checkbox"/> reproduce the rhythmic pattern when reciting a poem or chant with a regular metre (e.g., rap) <input type="checkbox"/> recognize and create sound devices (e.g., onomatopoeia) <input type="checkbox"/> identify language patterns heard in a poem (e.g., rhyme scheme) <input type="checkbox"/> demonstrate familiarity with the unique characteristics of different oral language formats (e.g., debate, discussion) <input type="checkbox"/> identify and use structural sequencing cues (e.g., “although,” “such as,” flashback cues) <input type="checkbox"/> understand idiomatic expressions and use them to enhance speaking and/or writing |

READING AND VIEWING (*Purposes*)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including</p> <ul style="list-style-type: none"> – stories from Aboriginal and other cultures – literature reflecting a variety of ancient and modern cultures – short stories and novels exposing students to unfamiliar contexts – short plays that are straightforward in form and content – poetry in a variety of forms | <ul style="list-style-type: none"> <input type="checkbox"/> read grade-appropriate literary texts independently and collectively (e.g., choral reading, readers’ theatre), with accuracy, comprehension, and fluency, including expression and phrasing <input type="checkbox"/> describe setting, characters, plot, events, and conflict in their own words, and explain how they influence each other (e.g., elements of setting influence character action, character action contributes to understanding of characterization, plot events can contribute to mood) <input type="checkbox"/> make and defend inferences that show some insight into characters’ motivations and feelings; provide support with specific evidence from the text <input type="checkbox"/> draw comparisons among texts and among genres <input type="checkbox"/> offer meaningful interpretations of the theme or author/poet’s message <input type="checkbox"/> make and support direct and indirect connections (text-to-self, text-to-text, and text-to-world) <input type="checkbox"/> identify the central theme or idea in a poem, and explain how it is conveyed through images and poetic devices (including figurative language) <input type="checkbox"/> use ‘text features’ (e.g., dialogue, punctuation) to support meaning when reading aloud and silently |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p>B2 read fluently and demonstrate comprehension of grade-appropriate information texts, with some specialized language and some complex ideas, including</p> <ul style="list-style-type: none"> – non-fiction books – textbooks and other instructional materials – visual or graphic materials – reports and articles – reference material – appropriate web sites – instructions and procedures – advertising and promotional materials | <ul style="list-style-type: none"> <input type="checkbox"/> read grade-appropriate information texts independently and collectively, with accuracy, comprehension, and fluency, including expression and phrasing <input type="checkbox"/> use a variety of print and electronic reference sources (e.g., dictionaries, thesaurus, web sites) <input type="checkbox"/> locate specific relevant details through the use of ‘text features’ (e.g., glossaries, tables of contents, unit summaries, indices, appendices, visuals, navigation bars, search engines) <input type="checkbox"/> identify main topics addressed in a selection and distinguish between main ideas and related details <input type="checkbox"/> make accurate, organized notes by creating categories that reflect the main ideas or topics <input type="checkbox"/> support meaningful inferences or interpretations with specific evidence from the text <input type="checkbox"/> generate questions and provide answers through further reading on the topic <input type="checkbox"/> include accurate and important information from text and ‘text features’, including specific details from graphics |
| <p>B3 read and reread just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension</p> | <ul style="list-style-type: none"> <input type="checkbox"/> choose a just-right text on their own <input type="checkbox"/> read and reread independently for a sustained period daily (e.g., 30 minutes) <input type="checkbox"/> show engagement in reading |
| <p>B4 demonstrate comprehension of visual texts with specialized features and complex ideas (e.g., visual components of media such as magazines, newspapers, web sites, reference books, graphic novels, broadcast media, videos, advertising and promotional materials)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> suggest possible purposes of visual texts and offer reasonable interpretations (e.g., to inform, entertain, persuade) <input type="checkbox"/> determine who is served by these images (i.e., critical literacy) <input type="checkbox"/> make and justify inferences and predictions about a visual text and about events “beyond the pictures” (e.g., about what happened before/after a picture, about feelings of people in photographs, about material that is “unseen” or implicit) <input type="checkbox"/> identify a range of visual techniques (e.g., choice of colour palette, composition and framing, viewpoint selection) and how these techniques and the content affect the audience’s reaction |

READING AND VIEWING (*Strategies*)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B5 select and use various strategies before reading and viewing to develop understanding of text, including</p> <ul style="list-style-type: none"> – setting a purpose and considering personal reading goals – accessing prior knowledge to make and share connections – making predictions – asking questions – previewing texts | <ul style="list-style-type: none"> <input type="checkbox"/> write down and/or share what they already know about a topic or idea (e.g., carousel brainstorming) <input type="checkbox"/> make logical predictions about content, based on prior knowledge and understanding of genre and author <input type="checkbox"/> generate a question(s) to guide their reading and viewing <input type="checkbox"/> describe and use ‘text features’ (e.g., headings, diagrams, table of contents) to anticipate and ask questions before reading <input type="checkbox"/> use a variety of alternative sources to locate information and build background knowledge about the topic (e.g., encyclopedias, Internet, trade books, newspaper articles) |
| <p>B6 select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> – predicting – making connections – visualizing – asking and answering questions – making inferences and drawing conclusions – using ‘text features’ – self-monitoring and self-correcting – figuring out unknown words – reading selectively – determining the importance of ideas/events – summarizing and synthesizing | <ul style="list-style-type: none"> <input type="checkbox"/> make and confirm logical predictions (e.g., summarize and restate what has been read before and hypothesize about what will come next) <input type="checkbox"/> visualize, sketch, or use graphic organizers to support comprehension (e.g., mind map, quadrants) <input type="checkbox"/> make connections during the reading (text-to-self, text-to-text, text-to-world), comparing and contrasting characters, ideas, and events) <input type="checkbox"/> use graphic and visual cues (e.g., bold type, headings, diagrams, sidebars) to clarify understanding <input type="checkbox"/> discuss and summarize what they have read and viewed, at intervals and at the end <input type="checkbox"/> use glossaries, summaries, focus questions in text, outlines, side-bars, navigation bars, and hyperlinks to find information in non-fiction text <input type="checkbox"/> skim and scan to gather information <input type="checkbox"/> figure out unfamiliar words or expressions, including specialized and technical vocabulary, by using context cues, word structures, illustrations, and classroom resources (e.g., glossaries, dictionaries, reference materials, thesaurus) <input type="checkbox"/> self-monitor, select, and adjust strategies to self-correct (e.g., reread, read ahead, go to another source) <input type="checkbox"/> question author’s motive or intent (i.e., critical literacy) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p>B7 select and use various strategies after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> – self-monitoring and self-correcting – generating and responding to questions – making inferences and drawing conclusions – reflecting and responding – visualizing – using ‘text features’ to locate information – using graphic organizers to record information – summarizing and synthesizing | <ul style="list-style-type: none"> <input type="checkbox"/> review the purpose set prior to reading or viewing and use it to guide rereading and “re-viewing” <input type="checkbox"/> use self-monitoring and self-correcting strategies (e.g., reread, skim, and scan for specific information, for details, and to confirm understanding) <input type="checkbox"/> ask and respond to questions related to the material read or viewed <input type="checkbox"/> make inferences and draw conclusions <input type="checkbox"/> use ‘text features’ (e.g., headings, illustrations, diagrams) to locate and organize information <input type="checkbox"/> describe features that might contribute to an inferential understanding of the text, such as obvious symbols and other literary devices (e.g., metaphor, simile, alliteration, personification) <input type="checkbox"/> use graphic organizers to record and organize information, and to identify relationships (e.g., chronological report outline, concept map, cause-and-effect T-chart) <input type="checkbox"/> summarize the “big idea” or author’s message and give supporting details <input type="checkbox"/> reflect on the reading and viewing and make connections (text-to-self, text-to-text, and text-to-world) |

READING AND VIEWING (*Thinking*)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B8 respond to selections they read or view, by</p> <ul style="list-style-type: none"> – expressing opinions and making judgments supported by explanations and evidence – explaining connections (text-to-self, text-to-text, and text-to-world) – identifying personally meaningful selections, passages, and images | <ul style="list-style-type: none"> <input type="checkbox"/> offer responses to selections, characters, issues, and themes <input type="checkbox"/> make logical connections between the text and own ideas, beliefs, experiences, and feelings <input type="checkbox"/> compare key ideas in new information with previous knowledge <input type="checkbox"/> make and support connections to other reading or viewing selections, and compare themes <input type="checkbox"/> create a written response to text, making personal connections, connections to other texts, and connections to related events <input type="checkbox"/> identify powerful passages from texts and describe why they are personally meaningful |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p>B9 read and view to improve and extend thinking, by</p> <ul style="list-style-type: none"> – analysing and evaluating ideas and information – comparing various viewpoints – summarizing and synthesizing to create new ideas | <ul style="list-style-type: none"> <input type="checkbox"/> discuss and develop a new idea, and defend the validity of the idea with reasons or evidence from the text <input type="checkbox"/> describe further potential in a text (e.g., look for alternative, innovative outcomes; consider developments extending beyond the text) <input type="checkbox"/> develop and apply criteria for assessing the value of ideas and information (e.g., for making comparisons, rejecting/accepting ideas, rationalizing personal preferences) <input type="checkbox"/> begin to identify contradictions, ambiguities, and irrelevancies within ideas and information (i.e., critical literacy) <input type="checkbox"/> identify bias and evaluate assumptions implicit within ideas and information <input type="checkbox"/> question the author’s purpose or viewpoint (i.e., critical literacy) |
| <p>B10 reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals | <ul style="list-style-type: none"> <input type="checkbox"/> identify the strategies that good readers/viewers use before, during, and after reading and viewing <input type="checkbox"/> discuss their reading and viewing using vocabulary pertaining to texts and to assessment <input type="checkbox"/> describe and assess their reading and viewing through the meaningful application of reading criteria (e.g., made mental pictures, made inferences, used context cues, drew conclusions, determined most important information) <input type="checkbox"/> engage in reflection about what they must do to be good readers and viewers at different stages of the reading or viewing process (i.e., before, during, after) <input type="checkbox"/> identify areas to improve their reading, set goals, and take steps to achieve those goals <input type="checkbox"/> identify preferences in books and make appropriate choices for further reading <input type="checkbox"/> describe the self-correcting strategies they have chosen when a passage is not making sense (e.g., paraphrase, reread, read ahead, “re-view”) and assess the success of those strategies |

READING AND VIEWING (*Features*)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B11 explain how structures and features of text work to develop meaning, including</p> <ul style="list-style-type: none"> – form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks pull-quotes) – literary elements – (e.g., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme) – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea) – literary devices (e.g., imagery, onomatopoeia, simile, metaphor, symbolism personification) – idiomatic expressions | <ul style="list-style-type: none"> <input type="checkbox"/> recognize and compare the various forms and genres of a variety of texts (e.g., narrative short story, persuasive poem, information article) <input type="checkbox"/> explain the purpose of ‘text features’ (e.g., copyright, diagram, date of publication, index, hyperlink, sidebar) <input type="checkbox"/> identify some poetic devices, including rhyme, rhythm, alliteration, imagery, onomatopoeia, simile, metaphor, symbolism, and personification <input type="checkbox"/> use vocabulary such as copyright, plagiarism, table of contents, headings, index, glossary, diagrams, sidebar, pull-quotes to talk about their function in relation to reading and viewing <input type="checkbox"/> discuss author’s techniques (e.g., how character is revealed in text, explain the techniques by which the text conveys mood and setting) <input type="checkbox"/> identify and understand some idiomatic expressions and understand their value |

WRITING AND REPRESENTING (*Purposes*)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C1 write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and pinions, featuring</p> <ul style="list-style-type: none"> – clearly developed ideas by using effective supporting details, explanations, analysis, and insights – sentence fluency through sentence variety and patterns with increasingly natural rhythm and flow – effective word choice through the use of precise nouns, and powerful verbs and modifiers – an honest and engaging voice – an organization that is meaningful, logical, and effective, and showcases a central idea or theme | <p><input type="checkbox"/> create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive narratives, memoirs, personal letters, and may include impromptu writing) that demonstrates the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – makes sense, and develops a clear main idea, well supported by details that include related ideas, images, or feelings – sustains ideas through several related paragraphs – may include visuals that enhance the main ideas but are not necessary for comprehension <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – features strategically varied word order within a sentence for effect – includes a variety of well-constructed sentences that read smoothly, and effective use of paragraphs – effectively experiments with new, powerful, and precise words – features an honest voice that enhances purpose and engages the audience <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – uses genre or form appropriate to purpose and audience – uses text structures appropriate to form or genre – includes paragraphs that enhance the clarity of the ideas – uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships – features natural and smooth transitions between ideas – features strong leads and satisfying endings <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p>C2 write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring</p> <ul style="list-style-type: none"> – clearly developed ideas by using focussed and useful supporting details, analysis, and explanations – sentence fluency through clear, well constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style – effective word choice by using content words, precise nouns, and powerful verbs and modifiers – a voice demonstrating an appreciation and interest in the topic – an organization that includes an inviting lead that clearly indicates the purpose, followed by a well-developed and clear sequence of paragraphs or sections that lead to a strong conclusion | <p>☐ create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that demonstrates the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – includes a clear purpose that is accomplished (e.g., instructions can be followed) – makes sense and emphasizes important ideas – includes a narrowed, focussed, clear, and coherent topic – includes information that is accurate and integrates information from several sources – shows understanding of the topic through personal Experience and/or research – may express and justify a viewpoint – anticipates and answers some of the reader’s questions – includes visuals and text working jointly to represent and enhance the topic – shows a clear sense of audience; shows consideration for and interest in the reader <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – features experimentation with word order for effect – reads smoothly and demonstrates strategic paragraphing – exhibits tone and level of formality appropriate for purpose and audience – contains clear language and effectively used content words – shows a clear sense of audience and shows consideration for and interest in the reader – exhibits interest or care in the topic; engages, and, if applicable, persuades the reader – contains a variety of sentence types, lengths, and structures (e.g., simple, compound, and complex) <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – uses genre or form appropriate to purpose and audience – uses text structures appropriate to form or genre – uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships – includes logical and effective sequencing |

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| | <ul style="list-style-type: none">– utilizes ‘text features’ (e.g., titles, headings, diagrams, illustrations) that are clear, relevant, and helpful to the reader– reads smoothly with controlled pacing– includes an original and informative title– features strong leads and satisfying endings |
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See “Features” section for additional criteria relating to features and conventions.

- C3 write a variety of **imaginative writing** for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
- strategically developed **ideas** by using interesting **sensory detail**
 - **sentence fluency** by using a variety of sentence lengths and patterns, with increasing fluidity
 - effective **word choice** by using purposeful figurative and sensory language with some sophistication and risk-taking
 - an engaging and authentic **voice**
 - an **organization** that includes an enticing opening, followed by a purposeful sequence of well-developed ideas that lead to an imaginative or interesting conclusion

- create a variety of **imaginative writing** (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include **impromptu writing**) that demonstrates the following criteria

Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:

- makes sense and develops clear, focussed ideas which may be imaginative and original
- narrows and focuses a topic
- includes well-developed paragraphs; poetry uses **sensory detail** and follows the pattern provided

Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:

- features strategic word order in a sentence or line of poetry for dramatic effect
- effectively emulates elements of style from literature or from a poetic form (e.g., compelling **lead**)
- uses **literary devices** (e.g., **simile, metaphor, alliteration, onomatopoeia, symbolism**)
- features fluid language with some sophistication
- shows a clear awareness of audience; ideas and images create impact
- reveals an honest, personal, engaging voice, appropriate to purpose and audience
- uses dialogue to develop character

Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:

- uses **genre** or **form** appropriate to purpose and audience
- uses **text structures** appropriate to **form** or **genre**
- strategically uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships
- reads smoothly and pacing is controlled
- contains clear interesting dialogue that contributes to the understanding of character
- includes a thoughtful and expressive title

See “Features” section for additional criteria relating to features and conventions.

- C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring
- development of **ideas** by making connections to personal feelings, experiences, opinions, and information
 - an expressive and individualistic **voice**
 - an **organization** in which key ideas are evident

- create a variety of multimedia **forms** (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that demonstrate the following criteria

Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:

- conveys information and ideas for specific purposes and audiences
- develops key ideas through details, images, and motions
- demonstrates imaginative connections to personal feelings, experiences, and opinions, when appropriate

Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:

- features an individual perspective that is evident and expressive
- moves or engages the reader

Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:

- uses elements of **form** to enhance meaning
- uses ‘**text features**’/design elements (e.g., titles, labels, headings, captions, symbols, icons, colour, space) clearly and effectively to enhance understanding

See “Features” section for additional criteria relating to features and conventions.

WRITING AND REPRESENTING (*Strategies*)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcomes are able to:</i></p> |
| <p>C5 select and use various strategies before writing and representing, including</p> <ul style="list-style-type: none"> – setting a purpose – identifying an audience, genre, and form – analysing examples of successful writing and representing in different forms and genres to identify key criteria – developing class-generated criteria – generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research | <ul style="list-style-type: none"> <input type="checkbox"/> set a purpose and identify an audience for their own writing or representing (e.g., to persuade others, entertain, inform, tell a story) <input type="checkbox"/> examine appropriate examples of the genre and form, and analyse and identify their characteristics <input type="checkbox"/> contribute to generating class criteria for writing and representing based on analysis of genre and form by examining anonymous writing samples or examples of literary or information text (e.g., use of realistic dialogue, interesting story sequence, using a variety of sentence types and lengths) <input type="checkbox"/> generate and develop ideas in a variety of ways (e.g., brainstorm, share ideas, recall, interview and take notes, use graphic organizers such as fishbone, sketch or cartoon, take photos, observe) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p>C6 select and use various strategies during writing and representing to express and refine thoughts, including</p> <ul style="list-style-type: none"> – referring to class-generated criteria – analysing models of literature – accessing multiple sources of information – consulting reference materials – considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency – ongoing revising and editing | <ul style="list-style-type: none"> <input type="checkbox"/> continue to expand ideas from prewriting when writing (e.g., add detail to webs, generate quick writes, list additional ideas, ask for and incorporate feedback from others) <input type="checkbox"/> use electronic and print resources for research <input type="checkbox"/> write for an extended sustained period in the style of the genre <input type="checkbox"/> use models of different forms of writing to assist in organization of writing (e.g., leads, headlines from simple news article) <input type="checkbox"/> refer to and use class-generated criteria (e.g., main ideas are supported with relevant details, dialogue sounds natural) <input type="checkbox"/> enhance word choice by making lists of sensory words relating to the topic; selecting precise vocabulary from dictionaries or a thesaurus; referring to and selecting from lists of connecting words <input type="checkbox"/> use electronic and print resources for research <input type="checkbox"/> create variety in sentence structures and patterns to develop sentence fluency (e.g., sentences of different lengths and types, sentences that display patterns and phrasing; sentences that begin in different ways) <input type="checkbox"/> enhance voice while writing by ensuring that the audience and form of writing match (i.e., appropriate formality and tone) <input type="checkbox"/> use dictionaries or word processing tools while drafting (e.g., cut and paste, spelling and grammar check) <input type="checkbox"/> begin to revise and edit as the writing is created |
| <p>C7 select and use various strategies after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> – checking their work against established criteria – reading aloud and listening for fluency – revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) – editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling) | <ul style="list-style-type: none"> <input type="checkbox"/> check writing and representing against class criteria (e.g., consistency with form of writing selected, sensory detail, variety of sentence types and lengths, precise language, legibility) <input type="checkbox"/> after checking work against criteria, select areas for revision, and revise to enhance work <input type="checkbox"/> accept and incorporate some revision suggestions from peers and teacher (e.g., add some descriptive vocabulary, detail on poster) <input type="checkbox"/> experiment with changes in words, sentences and organization and incorporate successful changes <input type="checkbox"/> engage in editing independently or with a peer (e.g., by using a proofreading guide; by use a thesaurus to enhance several nouns and verbs; by checking punctuation; by ensuring legibility if handwritten, and formatting consistency if word processed; by checking that the text has appropriate visual features such as examples, illustrations, table of contents, labels on diagrams) <input type="checkbox"/> publish and share with the intended audience |

WRITING AND REPRESENTING (*Thinking*)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C8 use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> respond in writing or representing by expressing feelings or thoughts about an experience or a text they have read, seen, or heard (e.g., a schoolyard incident, a play, a film, a story) <input type="checkbox"/> incorporate new vocabulary into their own writing (e.g., “writing like a scientist,” adopting a character) <input type="checkbox"/> use various forms of response (e.g., written, visual, kinesthetic, electronic) |
| <p>C9 use writing and representing to extend thinking, by</p> <ul style="list-style-type: none"> – developing explanations – analysing the relationships in ideas and information – exploring new ideas (e.g., making generalizations, speculating about alternative viewpoints) | <ul style="list-style-type: none"> <input type="checkbox"/> explain the logic of the sequence and conclusions in their own writing and representations <input type="checkbox"/> clarify assumptions in their own writing and representations (e.g., identify things a reader or viewer needs to know in order to understand the point) <input type="checkbox"/> develop and apply criteria for assessing the value of ideas and information (e.g., congruence with prior knowledge, source of ideas and information, rationalizing personal preference) <input type="checkbox"/> apply generalizations in a new context (e.g., write a limerick after reading several examples, create an example of a personification after studying several examples) <input type="checkbox"/> recognize the presence of bias (i.e., critical literacy) <input type="checkbox"/> after participating in structured activities, explain and give evidence of how their understanding has been extended |
| <p>C10 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> – relating their work to criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals | <ul style="list-style-type: none"> <input type="checkbox"/> describe the strategies they used (e.g., prewriting, drafting, building criteria, revising, editing using conventions, publishing, and presenting) <input type="checkbox"/> use criteria to identify strengths and make suggestions about their own or others’ work (e.g., tell what is appealing about a piece of work, use a T-chart to relate specific evidence from their work to the pre-established criteria, use constructive language to give feedback) <input type="checkbox"/> set and adjust personal goals for writing or representing (e.g., identify an important aspect to work on next, with reference to one of the criteria) <input type="checkbox"/> develop a plan to achieve two or more goals for improvement in future writing and representing <input type="checkbox"/> demonstrate pride and satisfaction in writing and representing by discussing areas of personal accomplishment (e.g., taking part in a writing conference) |

WRITING AND REPRESENTING (*Features*)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C11 use the features and conventions of language to express meaning in their writing and representing, including</p> <ul style="list-style-type: none"> – complete simple, compound, and complex sentences – subordinate and independent clauses – correct subject-verb and pronoun agreement in sentences with compound subjects – correct and effective use of punctuation – conventional Canadian spelling for familiar and frequently used words – spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus) – information taken from secondary sources with source citation – legible writing appropriate to context and purpose | <p>Grammar and Usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> use simple, compound, and complex sentences <input type="checkbox"/> create complete sentences with few run-ons and fragments <input type="checkbox"/> use pronouns correctly (i.e., refers to the correct antecedent) <input type="checkbox"/> use subordinate clauses correctly to clarify meaning <input type="checkbox"/> use prepositions effectively (e.g., of, in, concerning, at, by) <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> <input type="checkbox"/> use capitalization, periods, question marks, exclamation marks, commas, quotation marks, apostrophes, and colons correctly <p>Vocabulary and Spelling</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain the importance of correct spelling for effective communication <input type="checkbox"/> use conventional Canadian spelling for familiar and frequently used words and apply spelling strategies to spell unknown words (e.g., phonic knowledge, Canadian dictionary) <input type="checkbox"/> use a dictionary to find the correct Canadian spelling of words when editing <input type="checkbox"/> use newly acquired vocabulary to enhance meaning and emphasis <input type="checkbox"/> use a thesaurus to select and revise work for more precise words <p>Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> write legibly and appropriately to context and purpose <input type="checkbox"/> ensure headings, titles, and illustrations enhance clarity <input type="checkbox"/> acknowledge secondary sources of information in writing <input type="checkbox"/> describe plagiarism and list reasons for respect for the copyright of others <input type="checkbox"/> ensure formatting consistency if word processing |

ARTS EDUCATION: DANCE – GRADE 7

Prescribed Learning Outcomes and Suggested Achievement Indicators



CREATING DANCE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A1 create movement in response to a variety of sounds, music, images, and feelings</p> | <ul style="list-style-type: none"> <input type="checkbox"/> improvise and demonstrate movements in response to the expressive elements of music and sound (e.g., changing rhythm patterns, complex texture, instrumentation) <input type="checkbox"/> demonstrate movements in response to an event, theme, feeling, or idea (e.g., jealousy, anti-racism, ecosystems) <input type="checkbox"/> describe the associations between their movements and the sounds, images, or feelings that inspired them |
| <p>A2 create movement sequences using pattern and narrative choreographic forms, individually and with others</p> | <ul style="list-style-type: none"> <input type="checkbox"/> create a dance sequence based on pedestrian movement <input type="checkbox"/> following models viewed or learned, create a dance sequence that incorporates a defined high point or climax <input type="checkbox"/> work with peers to combine aspects of various dances they have learned to create new movement sequences following a given pattern or narrative choreographic form |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p>A3 apply the creative process – with emphasis on refining and reflecting – to choreograph dance</p> | <ul style="list-style-type: none"> <input type="checkbox"/> apply all stages of the creative process to create dance compositions <input type="checkbox"/> use a variety of sources of ideas and sources as inspirations for exploring dance (e.g. music, sounds, poetry, visual images, themes, abstract concepts such as war or happiness) <input type="checkbox"/> choose particular movements for dance composition and explain their choices <input type="checkbox"/> based on agreed-upon criteria (e.g., using a variety of dynamics, based on a given dance style), select several sequences to create a composition <input type="checkbox"/> combine movements to create sequences that meet specific criteria (e.g., incorporate smooth transitions, create a climax, dancers as characters telling a story) <input type="checkbox"/> alter dance sequences by transforming movements to better communicate their intent or message (e.g., changing levels, altering dynamics, changing pathways, varied speeds) <input type="checkbox"/> incorporate constructive feedback from teacher and peers in revising their dance compositions reflect on and describe their creative process in relation to each stage (e.g., “My inspiration for this piece was my sister because she _____” “I incorporated sharp and isolated movement because I wanted to express a feeling of disconnectedness.”) <input type="checkbox"/> assess the success of their own dance composition based on their understanding of the five stages of the creative process and their willingness and ability to consider constructive feedback (e.g., keep a composition journal, use stick figures or notes to record their journey through the creative process) <input type="checkbox"/> describe the evolution of their dance compositions (e.g., keep and annotate a video portfolio over the course of the year) |

ELEMENTS OF DANCE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 use the elements of movement in a variety of combinations</p> | <ul style="list-style-type: none"> <input type="checkbox"/> explore pedestrian movement <input type="checkbox"/> demonstrate a variety of movement combinations that <ul style="list-style-type: none"> – create a variety of body shapes – incorporate various types of locomotor and non-locomotor movement – incorporate various directions, formations, and stage facings – responding to changing rhythm patterns – include a variety of effort qualities (e.g., suspense and release, bound and free) – incorporate variations in breathing in relation to the beat (e.g., breathing with the beat, breathing against/across the beat) – include interactions among two or more dancers (e.g., lifts; unison, complementary, and contrasting movement to create texture) <input type="checkbox"/> practise and refine particular elements of movement (e.g., maintain formation and stage facings, practise particular jumps) <input type="checkbox"/> constructively critique their own use of the use of elements of movement and that of their peers <input type="checkbox"/> use appropriate terminology to describe the elements of movement (e.g., stage left, upstage, downstage right; unison, contrast, complementary) <input type="checkbox"/> use appropriate terminology to describe choreographic form (e.g., narrative, call and response, canon, rondo) |
| <p>B2 apply the principles of movement – alignment, balance, flexibility, strength, and breathing – to dance</p> | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate appropriate alignment technique in non-locomotor movements (e.g., peeling the foot off the floor) <input type="checkbox"/> demonstrate appropriate alignment technique in locomotor movements (e.g., jumps) <input type="checkbox"/> demonstrate assisted balance with a partner <input type="checkbox"/> in warmup and movement combinations, demonstrate an improvement in their range of motion (flexibility) over time <input type="checkbox"/> in warmup and movement combinations, demonstrate improvement in strength over time (e.g., increase in frequency, intensity, and duration) <input type="checkbox"/> breathe through their stretches <input type="checkbox"/> identify and constructively critique the use of principles of dance in their own dance performances and those of others (e.g., on video, visiting dance ensembles) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| B3 demonstrate techniques associated with particular dance styles | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a specified step or movement from a particular dance style they have viewed or learned (e.g., step-ball-change) <input type="checkbox"/> compare the use of a specific technique represented in a variety of styles (e.g., step-ball-change in jazz is comparable to chassé in ballet, waltz step, and polka step) |
| B4 apply health and safety considerations to dance | <ul style="list-style-type: none"> <input type="checkbox"/> promote awareness and responsible action with respect to health and safety issues related to dance and movement (e.g., repetitive strain injuries, disordered eating, shin splints) <input type="checkbox"/> relate principles of health and safety in dance and the benefits of a healthy active lifestyle to other areas of their lives (e.g., after-school sports, ability to concentrate on school work, increased flexibility and agility) <input type="checkbox"/> consistently perform warmup and cooldown when engaging in dance |

CONTEXT

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C1 compare dances from a variety of historical, cultural, and social contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate knowledge of the historical, cultural, and social contexts of at least two different types of dance (e.g., hip hop, salsa, bhangra) <input type="checkbox"/> describe the purposes of dance in various social, cultural, and historical contexts <input type="checkbox"/> describe the roles portrayed in a variety of dances (e.g., related to gender, age, character) <input type="checkbox"/> compare two or more dances from differing cultural, social, or historical contexts with respect to attributes such as <ul style="list-style-type: none"> – attire and props – setting – rhythmic pattern of music – apparent purpose (e.g., to advertise a product, to entertain, to attract attention of others, to preserve culture, to explore new technical possibilities) – number and nature of participants (e.g., children only, men and women together, men only) – the roles portrayed by dancers (e.g., related to gender, age, character) – technique – roots and evolution of the dance style <input type="checkbox"/> relate their understanding of the historical or cultural context of dance, particularly purpose and of roles portrayed, to the types of movements used (e.g., work activities in folk dance, Aboriginal dances that represent animals and nature) <input type="checkbox"/> defend a position on the role of dance in contemporary society (e.g., debate a topic related to dance, such as “Women dance more than men.” “Dance contributes to the economy.” “Dance must always have meaning.”) |
| <p>C2 assess personal opportunities for lifelong participation in dance</p> | <ul style="list-style-type: none"> <input type="checkbox"/> list recreational and career opportunities in dance (e.g., audience member, performer, choreographer, <input type="checkbox"/> relate a selected career or recreational opportunity in dance to their personal interests and attributes |

PRESENTING AND PERFORMING

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>D1 rehearse dance for specific performance environments</p> | <ul style="list-style-type: none"> <input type="checkbox"/> analyse effects of a given performance environment on dance possibilities (e.g., size of performance space, proscenium vs. theatre in the round, dance surface) <input type="checkbox"/> adapt a dance they have created for two or more differing performance environments (e.g., stage, hallway, playground, shopping mall) <input type="checkbox"/> participate consistently and actively in rehearsals of their own and others' compositions <input type="checkbox"/> apply criteria for evaluating the quality of their own and others' dance work during rehearsal, focussing on <ul style="list-style-type: none"> – accuracy and clarity of set movement – what they liked or were proud of, and supporting their opinion with details – what they would like to change or develop further, and supporting their opinion with details – what they learned from the rehearsal <input type="checkbox"/> follow practice procedures to achieve movement memory <input type="checkbox"/> use the rehearsal process to revise their performances on the basis of teacher and self-evaluation |
| <p>D2 apply appropriate performance skills in a range of dance settings</p> | <ul style="list-style-type: none"> <input type="checkbox"/> perform dance, communicating the sense of feeling and mood in the choreography <input type="checkbox"/> reproduce choreographed movement with accuracy, clarity, and intensity <input type="checkbox"/> maintain set focal point during performance <input type="checkbox"/> work effectively with simple production elements (e.g., costumes, props) as appropriate to the dance <input type="checkbox"/> demonstrate appropriate performance energy (e.g., stage presence, projection, expression of emotion, portray intended mood) <input type="checkbox"/> compare performance skills in dance with those of other performing arts or sports (e.g., drama, music, gymnastics, figure skating, synchronized swimming) <input type="checkbox"/> demonstrate appropriate audience skills to express respect, appreciation, or enjoyment for a performance (e.g., clap to show appreciation, active observation throughout the performance, appropriate body language, not interrupting the performance, providing constructive feedback when required) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p>D3 apply established criteria to analyse their own and others' choreography and performances</p> | <ul style="list-style-type: none"> <input type="checkbox"/> analyse their work and that of their peers based on established criteria, and support their opinion with examples and details, by identifying <ul style="list-style-type: none"> – quality in demonstrating specific performance skills (e.g., accuracy, clarity, and intensity) – quality of the choreography in demonstrating specific elements of movement (e.g., bound and free effort qualities, unison and tension) – appropriate use of production elements – whether or not the work achieved the assigned task (e.g., including a clear climax, clearly depicting a theme or topic) – the feeling and mood portrayed – what they liked or were proud of – what they would like to see changed or developed further – what they learned from the performance <input type="checkbox"/> communicate constructively and respectfully on the efforts and contributions of others in class dance activities |

ARTS EDUCATION: DRAMA – GRADE 7

Prescribed Learning Outcomes and Suggested Achievement Indicators



EXPLORING AND CREATING

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A1 use the creative process to explore a range of issues and abstract concepts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> explore a variety of issues and abstract concepts through drama (e.g., community, strength of character, control) <input type="checkbox"/> explore tension and conflict in role (e.g., conflicting feelings about leaving home, tension between standing up for something important and risking social exclusion) <input type="checkbox"/> work within a range of drama forms to express literal and metaphorical meaning <input type="checkbox"/> select and combine ideas and forms to create drama works <input type="checkbox"/> ask and respond to questions in and out of role to help create meaning from the drama work <input type="checkbox"/> demonstrate empathy in drama explorations, in and out of role (e.g., writing in role, small and large group discussion, answering questions posed by teacher and peers) <input type="checkbox"/> reflect to make connections between drama work and the experiences of self and others, including <ul style="list-style-type: none"> – in-role reflection (e.g., writing in role, responding in role to peer and teacher questions) – out-of-role reflection (e.g., journaling, drawing, small and large-group discussion in response to teacher posed questions) <input type="checkbox"/> refine drama based on reflection and feedback and explain their choices |
| <p>A2 create roles that are true to the drama</p> | <ul style="list-style-type: none"> <input type="checkbox"/> create roles that move beyond stereotypes to authentic representations |
| <p>A3 demonstrate collaboration skills during drama, including</p> <ul style="list-style-type: none"> – respecting and encouraging others – contributing to a trusting environment – willingness to work with all others in group | <ul style="list-style-type: none"> <input type="checkbox"/> consistently demonstrate respect for their peers' ideas and contributions <input type="checkbox"/> consistently offer encouragement to their peers <input type="checkbox"/> demonstrate an ability to contribute to a trusting environment where everyone feels safe to push their own boundaries (e.g., using voice in a different way, taking on unfamiliar roles, presenting for a large group, sharing personal insights and opinions) <input type="checkbox"/> provide leadership within group activities (e.g., modelling support and collaboration, leading warmup activities) <input type="checkbox"/> demonstrate an ability to work with others regardless of differing sexes, backgrounds, or abilities |

DRAMA FORMS, STRATEGIES, AND SKILLS

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 apply vocal elements and movement elements to communicate and interpret meaning</p> | <ul style="list-style-type: none"> <input type="checkbox"/> analyse how voice and movement convey specific ideas and meaning <input type="checkbox"/> combine voice and movement to convey specific ideas or meaning <input type="checkbox"/> alter voice and movement as appropriate to express intended meaning while working in role with others <input type="checkbox"/> represent abstract concepts through movement and voice (e.g., create a mime that represents concepts such as exclusion, power, or fairness) <input type="checkbox"/> alter voice and movement as appropriate in response to different performance spaces (e.g., the classroom vs. the school auditorium) |
| <p>B2 demonstrate active engagement in a variety of drama forms</p> | <ul style="list-style-type: none"> <input type="checkbox"/> participate actively and with engagement in a variety of drama forms to <ul style="list-style-type: none"> – express thoughts, feelings, intentions, and attitudes of particular characters – explore and convey various situations <input type="checkbox"/> select and apply forms appropriate for the purpose and to convey thoughts, ideas, and meanings (e.g., playbuilding to develop a drama collaboratively, scripted plays to focus on characterization) <input type="checkbox"/> use appropriate terminology to describe drama forms <input type="checkbox"/> reflect to make connections between the fictional and the real world, including <ul style="list-style-type: none"> – reflecting in role (e.g., writing in role, answering questions about values and motivations) – reflecting out of role (e.g., partner/large group discussion, responding to questions posed by the teacher, drawing, journaling) |
| <p>B3 participate safely in drama activities</p> | <ul style="list-style-type: none"> <input type="checkbox"/> follow rules and guidelines for safe participation in individual, group, and class movement and voice explorations (e.g., respect others’ personal spaces, use voice safely to avoid strain) <input type="checkbox"/> follow rules and guidelines for safe use of props and equipment <input type="checkbox"/> describe the purpose of a warmup |

CONTEXT

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C1 analyse the role of drama in a variety of social, cultural, and historical contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> make connections between drama forms learned in class and drama forms in various historical, cultural, and societal contexts <input type="checkbox"/> describe examples of the purpose and significance of drama in specific <ul style="list-style-type: none"> – historical contexts (e.g., classical Greek comedy and tragedy, vaudeville) – cultural contexts (e.g., Aboriginal storytelling dramas, Indonesian shadow puppetry) – societal contexts (e.g., story drama to explore social issues, films posted on the Internet to reach a wide audience) |
| <p>C2 demonstrate an understanding of how social values are communicated in drama</p> | <ul style="list-style-type: none"> <input type="checkbox"/> analyse how social values are represented in specific examples of <ul style="list-style-type: none"> – live drama and theatre – film and television <input type="checkbox"/> assess specific drama forms (e.g., scripted plays, improvisation, documentary film) for their capacity to reflect or affect social values <input type="checkbox"/> based on examples viewed and studied, give an opinion on how drama can be used to reflect and challenge social values |
| <p>C3 assess lifelong opportunities in drama</p> | <ul style="list-style-type: none"> <input type="checkbox"/> based on interviews, Internet research, or guest speakers, present possible opportunities in drama (e.g., as participant or performer, as audience, in various areas of production, advocacy, criticism), such as <ul style="list-style-type: none"> – in the classroom, school, and community – present and future opportunities – recreational and career opportunities |

PRESENTING AND PERFORMING

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>D1 perform drama for specific purposes and audiences</p> | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate commitment to and engagement within a variety of roles <input type="checkbox"/> use body and voice effectively to convey meaning during presentation and performance <input type="checkbox"/> explore attitudes and beliefs of characters for application in drama work <input type="checkbox"/> demonstrate willingness to take appropriate risks (e.g., take on unfamiliar roles, experiment with various vocal and movement elements to portray a character) <input type="checkbox"/> demonstrate collaboration skills in drama performance <input type="checkbox"/> select and apply production elements to enhance drama work (e.g., music, lights, props, set, makeup, costume, performance space) <input type="checkbox"/> demonstrate individual responsibility within the group when developing, rehearsing, and presenting drama work (e.g., focus and concentration, respect for others' contributions, providing constructive feedback) <input type="checkbox"/> demonstrate willingness to accept feedback <input type="checkbox"/> incorporate feedback to improve performance as applicable |
| <p>D2 apply established criteria to analyse their own and others' performances</p> | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate appropriate audience skills during informal and formal presentations and performances (e.g., focus on presenters, contribute to a safe environment by respecting efforts of the performers) <input type="checkbox"/> demonstrate audience interaction when appropriate for the drama form (e.g., theatre sports, melodrama, pantomime) <input type="checkbox"/> work with partners or in groups to create criteria to analyse performances (e.g., appropriateness of form and subject matter for the audience and purpose, authentic roles, effectiveness of production elements) <input type="checkbox"/> offer constructive criticism designed to improve drama presentation and performance <input type="checkbox"/> suggest reasons for various responses to a drama presentation <input type="checkbox"/> explain their responses to a drama presentation based on established criteria <input type="checkbox"/> apply feedback to their own presentations that can be used to refine future work |

ARTS EDUCATION: MUSIC – GRADE 7

Prescribed Learning Outcomes and Suggested Achievement Indicators



EXPLORING AND CREATING

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A1 apply rhythm, melody, and elements of expression in performance repertoire to interpret a range of thoughts, images, and feelings</p> | <ul style="list-style-type: none"> <input type="checkbox"/> choose and justify the use of rhythm, melody, and elements of expression (e.g., to tell a story, to create a mood) <input type="checkbox"/> use appropriate terminology to describe rhythm, melody, and elements of expression (e.g., time signature, key signature, dynamics) <input type="checkbox"/> perform elements of expression with clear distinctions |
| <p>A2 assess how music evokes thoughts, images, and feelings</p> | <ul style="list-style-type: none"> <input type="checkbox"/> compare how music influences emotional response in a variety of media <input type="checkbox"/> give examples of how music in a range of media reinforces or challenges societal values (e.g., consumerism, belonging, body image) <input type="checkbox"/> assess the effects of elements of expression in a variety of selections from listening repertoire <input type="checkbox"/> evaluate choices of the elements of expression used in their own compositions based on criteria such as <ul style="list-style-type: none"> – use of specific elements that help to achieve the desired mood – use of specific elements that help to enhance the meaning of a story – use of elements that evoke specific thoughts and images <input type="checkbox"/> demonstrate respect for the thoughts, images, and feelings expressed by others |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| A3 compose music for a specific purpose | <ul style="list-style-type: none"> <input type="checkbox"/> apply basic composition techniques to their compositions (e.g., appropriate choice of rhythmic patterns for the selected metre, contour and melodic direction, melodic range, tonal balance, question and answer phrases, variety/contrast and repetition to create specific forms) <input type="checkbox"/> compose a new melody for a familiar song, or compose an instrumental or vocable accompaniment <input type="checkbox"/> compose a selection of music for a specific purpose or audience (e.g., music based on nursery rhymes for younger students, showcasing particular skills and repertoire learned for a parents' night, promoting school spirit for an assembly, incorporating an environmental theme for an outdoor concert, addressing a topical theme or issue, incorporating a range of found instruments) |

ELEMENTS AND SKILLS

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| B1 sing or play rhythmic compositions in a variety of simple and compound metres | <ul style="list-style-type: none"> <input type="checkbox"/> sing or play rhythmic compositions in simple metres (e.g., $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$) and compound metres (e.g., $\frac{6}{8}$, $\frac{9}{8}$, $\frac{12}{8}$) <input type="checkbox"/> read and perform a variety of rhythmic patterns from appropriate classroom repertoire as part of a small or large ensemble <input type="checkbox"/> demonstrate accuracy in reading rhythmic patterns in standard notation <input type="checkbox"/> maintain their own part in rhythmic textures |
| B2 sing or play from aural sources | <ul style="list-style-type: none"> <input type="checkbox"/> learn by ear or demonstration (e.g., drum circle, part singing, classroom instrument arrangements) to perform a short selection of music <input type="checkbox"/> reproduce a short melody they have heard <input type="checkbox"/> accurately name an interval of two notes that are played in sequence or consecutively (e.g., 2nd, 3rd, 4th, 5th, octave) |
| B3 perform expressive phrasing of melodies | <ul style="list-style-type: none"> <input type="checkbox"/> apply an understanding of melodic direction, tonal centre, and contour to perform expressive phrasing <input type="checkbox"/> apply an understanding of the relationship between lyrics and melody to perform expressive phrasing <input type="checkbox"/> maintain a part within complex textures and harmonies |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| B4 maintain a melodic or harmonic part in textures | <ul style="list-style-type: none"> <input type="checkbox"/> maintain their own vocal or instrumental part while performing a selection from classroom repertoire (e.g., instrumental accompaniment for voices, partner songs, rounds, canons, descant, ostinato, two-part and three-part songs, instrumental arrangements) <input type="checkbox"/> demonstrate accuracy in reading and performing key signatures (e.g., up to 2 sharps or 3 flats) <input type="checkbox"/> compose simple harmonic lines for melodies from known classroom repertoire by applying prior knowledge of two-part singing or playing (e.g., write a harmony a third above or below a melody line, choose a melodic phrase as an ostinato to form harmony in a simple melody) |
| B5 use standard notation to represent melody, rhythm, and elements of expression | <ul style="list-style-type: none"> <input type="checkbox"/> use standard notation to notate rhythmic phrases of 16 measures in simple metres (e.g., $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$) and compound metres (e.g., $\frac{6}{8}$, $\frac{12}{8}$) <input type="checkbox"/> use ear training skills to notate melodic phrases within an octave, using the conventions of standard notation (e.g., clef, stem direction, note head) <input type="checkbox"/> use standard notation accurately (e.g., bar lines, key signature, note placement, time signature) <input type="checkbox"/> use appropriate music terminology to describe rhythm and metre (e.g., swing, syncopation, pulse) <input type="checkbox"/> use appropriate music terminology to describe melody and harmony (e.g., pitch, frequency, ascending, descending, interval, chord, major, minor) <input type="checkbox"/> use appropriate terminology (e.g., crescendo, decrescendo, sforzando, mezzo forte, accelerando, staccato) to notate elements of expression |
| B6 describe form in rhythmic and melodic structure | <ul style="list-style-type: none"> <input type="checkbox"/> identify melodic and rhythmic patterns and phrases in classroom repertoire <input type="checkbox"/> compare a variety of forms in selected classroom repertoire (e.g., ABA, ABBA, ABACA/rondo, round, verse and chorus, canon, use of intro, coda, bridge) <input type="checkbox"/> create a chart or other representation to illustrate the relationship between principles of design and selected forms, using appropriate terminology (e.g., a rondo form includes pattern, repetition, variety, and contrast) |
| B7 demonstrate safe use of voices and instruments | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate respect for their own and others' changing voices <input type="checkbox"/> demonstrate proper care and hygiene of instruments, reeds, and mallets (e.g., assembling, cleaning, and storing; not sharing wind instruments) <input type="checkbox"/> practise hearing safety (e.g., don't shout or play instruments loudly into someone else's ear, set appropriate volume for listening to recordings) <input type="checkbox"/> demonstrate appropriate use of technology and equipment (e.g., microphones, computers) |

CONTEXT

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C1 participate in music from a range of historical, cultural, and social contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> identify similarities and differences in defining characteristics of music from classroom repertoire representing various historical, cultural, and social contexts (e.g., pentatonic scale in Chinese and Celtic music, characteristic Latin rhythms) <input type="checkbox"/> research and present information on <ul style="list-style-type: none"> – a selected historical, cultural, or social context of music (e.g., create a festival brochure, organize a concert, create a music video, create or contribute to a web page) – the development of a selected music style or instrument family (e.g., materials used, purpose, influence from one region to another) <input type="checkbox"/> make connections between music and other artforms (e.g., drama, dance, visual arts, literature) from the same historical or cultural context <input type="checkbox"/> discuss ethical considerations for music (e.g., inclusion and diversity, copyright and ownership, cultural appropriation) <input type="checkbox"/> alter music to change the societal values represented (e.g., change the lyrics, create a music video with different visuals) <input type="checkbox"/> demonstrate respect for music from various historical, cultural, and social contexts by <ul style="list-style-type: none"> – listening respectfully and with focus – demonstrating willingness to experience new and unfamiliar music within and outside the classroom – performing selected elements consistent with the music’s cultural tradition (e.g., rhythms, language, instrument technique, consideration of environment) – contributing to or performing in a music event advocating a social issue – using positive or neutral language to describe unfamiliar or controversial music |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| C2 assess personal opportunities in music | <ul style="list-style-type: none"> <input type="checkbox"/> identify personal opportunities to participate in music as performer or listener (e.g., joining or attending an amateur performance group, creating music to represent learning in other subject areas, forming a performance ensemble with peers) <input type="checkbox"/> investigate careers in music locally and in the wider community (e.g., professional performer, music therapist, composer, music teacher, music critic, engineer, conductor, sound editor) <input type="checkbox"/> assess potential music opportunities for personal relevance (e.g., availability, location, income, training required, flexibility, cost, type of music, knowing someone else who does this kind of music) |

PRESENTING AND PERFORMING

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>D1 apply skills and attitudes appropriate to a range of music performance experiences, demonstrating:</p> <ul style="list-style-type: none"> – performance skills and etiquette – audience engagement and response – respect for the contributions of others | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate performance skills appropriate to a variety of contexts (e.g., practice technique and routines, performing elements of expression with clear distinctions, performing with consistency with the music’s cultural tradition, maintain eye contact with conductor, continue to play/sing after mistakes, attention to cues, respect for instruments and equipment) <input type="checkbox"/> assess considerations for specific performance situations (e.g., repertoire choice for the group’s ability, audience, venue, and acoustic considerations; technology needs, incorporation of production elements) <input type="checkbox"/> demonstrate audience engagement and response appropriate to diverse performance contexts (e.g., listening attentively, responding appropriately, asking relevant questions) <input type="checkbox"/> demonstrate personal and social responsibility in music experiences (e.g., commitment to preparation and process, consideration of audience and purpose, taking care of music and instruments, supporting others in the ensemble) <input type="checkbox"/> act in a leadership role within the performance ensemble, such as by <ul style="list-style-type: none"> – leading warmup activities – modelling support for others <input type="checkbox"/> working with a group of younger students |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| D2 apply established criteria to analyse their own and others' performances | <ul style="list-style-type: none"><input type="checkbox"/> offer constructive criticism designed to improve music performance (e.g., focus on describing what you see and hear, focus feedback on improvable aspects)<input type="checkbox"/> apply defined criteria to analyse performance, including<ul style="list-style-type: none">– appropriateness of repertoire for audience and purpose– performance skills– interaction between performers and audience<input type="checkbox"/> set goals for future performance (e.g., “I really liked how the guest ensemble _____, I’d like to try that the next time I play.”) |

ARTS EDUCATION: VISUAL ARTS – GRADE 7

Prescribed Learning Outcomes and Suggested Achievement Indicators



CREATIVE PROCESSES

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A1 use a variety of image sources to create images, including observation, emotions, ideas and concepts, imagination, memories, and sensory experiences</p> | <ul style="list-style-type: none"> <input type="checkbox"/> describe how observation, emotions and feelings, ideas and concepts, imagination, memories and sensory experiences can be used to create images <input type="checkbox"/> select and apply appropriate image sources to create images <input type="checkbox"/> name and apply examples of how two or more image sources can be used to create the same artwork <input type="checkbox"/> use a variety of methods to draft and develop images (e.g., visual journals, storyboards, movement studies, digital sketches) |
| <p>A2 create images using a range of image-development strategies, including</p> <ul style="list-style-type: none"> – juxtaposition – metamorphosis – distortion – exaggeration | <ul style="list-style-type: none"> <input type="checkbox"/> create a series of images that depict metamorphosis (e.g., rectangle into a car, a letter of the alphabet into an animal, flipbooks) <input type="checkbox"/> create images that juxtapose like or contrasting images or elements in a way that changes the meaning (e.g., using soft drink bottles as columns in classical architecture, art of the style of surrealists such as Salvador Dali or René Magritte) <input type="checkbox"/> create an image using exaggeration as an image-development strategy (e.g., caricatures) <input type="checkbox"/> create images that depict distortion (e.g., a object as it is melted or stretched, computer morphing applications, images in the style of Francis Bacon) <input type="checkbox"/> create images that depict two or more image-development strategies |
| <p>A3 create images using the principle of unity to produce a variety of effects</p> | <ul style="list-style-type: none"> <input type="checkbox"/> create images using the visual elements to depict a sense of unity (e.g., monochromatic colour schemes, shades of the same colour, positive and negative space, use of all geometric shapes, repetition of shape and pattern) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p>A4 create images using a variety of materials, technologies, and processes</p> | <ul style="list-style-type: none"> <input type="checkbox"/> select materials technologies, and processes to create images <ul style="list-style-type: none"> <input type="checkbox"/> that represent particular historical or cultural contexts or styles (e.g., ancient Greek or Aztec) <input type="checkbox"/> that depict specific meaning or mood (e.g., softer materials such as chalk or pastels to evoke a memory) <input type="checkbox"/> that literally or symbolically communicate specific meanings or ideas (e.g., graphic design to communicate a strong message) <input type="checkbox"/> experiment with a variety of materials, technologies, and processes |
| <p>A5 create 2-D and 3-D images</p> <ul style="list-style-type: none"> – that convey personal or social beliefs and values – for specific purposes – that incorporate the styles of selected artists from a variety of social, historical, and cultural contexts | <ul style="list-style-type: none"> <input type="checkbox"/> create images that convey personal or societal beliefs and values (e.g., anti-discrimination, peace, environmentalism, the benefits of a healthy lifestyle) <input type="checkbox"/> create images for specific purposes (e.g., social commentary, social analysis, entertainment) <input type="checkbox"/> create images to produce particular styles of art (e.g., pattern and the use of black and red in Haida art, geometric shapes in ancient Egyptian art) <input type="checkbox"/> create images to produce a variety of specific effects (e.g., to represent the rhythm of a piece of music, to depict motion in an image of an athlete or animal) <input type="checkbox"/> create images that incorporate the styles of selected artists from a variety of social, historical, and cultural contexts viewed in class (e.g., surrealism, impressionism, realism, manga) |

SKILLS AND STRATEGIES

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 analyse and apply a wide variety of image sources and image-development strategies</p> | <ul style="list-style-type: none"> <input type="checkbox"/> compare the variety of images that can result from the same image source or subject (e.g., observation of flowers in works by Georgia O’Keefe, Claude Monet, Vincent van Gogh, Andy Warhol; the use of animals in Rembrandt van Rijn, Bill Reid, and Robert Davidson) <input type="checkbox"/> discuss and describe the image-development strategies in a given artwork or series of similar artworks (e.g., metamorphosis in an MC Escher drawing, comparing cubist paintings of Pablo Picasso and Georges Braque, juxtaposition of dissimilar objects in surrealism) <input type="checkbox"/> apply metamorphosis, juxtaposition, distortion, and exaggeration to create particular effects <input type="checkbox"/> use appropriate terminology (e.g., juxtaposition, metamorphosis, distortion) to describe image development |
| <p>B2 analyse and apply unity as created by combining visual elements in a coherent way</p> | <ul style="list-style-type: none"> <input type="checkbox"/> view and discuss how specific images depict unity (e.g., monochromatic colour schemes, shades of the same colour, positive and negative space, use of all geometric shapes, repetition of shape and pattern) <input type="checkbox"/> select and apply visual elements (e.g., colour, line, shape) to create images depicting unity <input type="checkbox"/> use appropriate terminology to analyse elements and principles (e.g., texture, value, balance, harmony, unity) |
| <p>B3 analyse and apply a variety of materials, technologies, and processes to create artworks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> analyse and selectively apply the characteristics and uses of materials, technologies, and processes in images (e.g., mosaic, sculpture, masks, ceramics, graffiti, printmaking, scanned images, music videos) <input type="checkbox"/> describe the choice of materials, technologies, and processes used in creating an image (e.g., “I used pastels because I like being able to smudge and blend the colours,” “I chose markers to create a bold message.”) <input type="checkbox"/> use appropriate terminology to describe materials, technologies, and processes |
| <p>B4 demonstrate safe and environmentally responsible use of materials, technologies, and processes</p> | <ul style="list-style-type: none"> <input type="checkbox"/> follow safety and environmental considerations in the use of specific materials, technologies, and processes (e.g., safety cautions for using paints, hazard labels, processes requiring supervision, protective clothing, emergency procedures) <input type="checkbox"/> follow specific examples of environmental considerations in the use of materials, technologies, and processes (e.g., use of reused and recycled materials, use of sustainable materials) |

CONTEXT

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| C1 analyse visual arts styles from a variety of social, historical, and cultural contexts | <ul style="list-style-type: none"> <input type="checkbox"/> identify and discuss meaning and purpose of images within a variety of contexts (e.g., advertising, editorial cartoon, totem poles, public art, art for specific audiences) <input type="checkbox"/> assess and visually respond to a particular artwork or artist in terms of <ul style="list-style-type: none"> – materials used (e.g., in Antonio Gaudi’s buildings) – specific elements and principles used (e.g., form in the architecture of Arthur Erickson or in classical Greek statues) – specific image-development strategies used (e.g., use of classical motifs in modern images by Jeff Wall) – subject matter (e.g., war images by Pablo Picasso, Francisco Goya, or Molly Lamb Bobak) – purpose of the artwork (e.g., to sell a product such as in CD and book covers, community murals used for tourism, body art to state individual or cultural identity) |
| C2 assess the relationship between selected artists and their social, historical, and cultural contexts | <ul style="list-style-type: none"> <input type="checkbox"/> describe examples of how artists influence society (e.g., art as political or social commentary such as the work of Édouard Manet, George Littlechild, Faith Ringgold, and Joe Average) <input type="checkbox"/> assess how personal, social, historical, and cultural contexts can influence artists and their images (e.g., the effects of the development of technology such as the camera, computer, and printing press; personal experiences of Frida Kahlo or Keith Haring reflected in their work) <input type="checkbox"/> research and present a report (e.g., visual-oral, multi-media) on the social, historical, and cultural contexts of a selected artist |
| C3 describe ethical considerations associated with reproduction and appropriation of images | <ul style="list-style-type: none"> <input type="checkbox"/> define and give examples of “restricted use” images <input type="checkbox"/> define and give examples of “free to copy” images <input type="checkbox"/> define and give examples of “appropriation” in relation to images <input type="checkbox"/> demonstrate ethical use of reproduced images in their own artworks <input type="checkbox"/> identify situations where they may need to consider the ethics of copying images (e.g., when using images from the Internet in their own printed or electronic artworks, photocopying others’ images) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| C4 assess personal opportunities in visual arts | <input type="checkbox"/> research personal and career opportunities in visual arts (e.g., architect, art teacher, graphic designer, photographer, film maker, collector, docent) <input type="checkbox"/> give reasons for why they might participate in particular visual arts opportunities in the future as recreation or as a career (e.g., relate to personal interests, training required) |

EXHIBITION AND RESPONSE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| D1 create a structured critical response to artworks and exhibitions | <input type="checkbox"/> describe, interpret, and evaluate selected artworks using defined criteria, with reference to characteristics such as <ul style="list-style-type: none"> – ideas and emotions evoked – literal or symbolic meaning communicated – subject matter – purpose of artwork – materials and processes used – specific elements and principles used – specific image-development strategies used <input type="checkbox"/> evaluate the effectiveness of a variety of displays and exhibitions (e.g., in relation to the theme or purpose, appropriateness for audience and venue) <input type="checkbox"/> use appropriate terminology (e.g., juxtaposition, metamorphosis, distortion, form, function, unity) in their critical responses to images and exhibitions |
| D2 develop group and individual exhibitions for particular audiences and purposes | <input type="checkbox"/> discuss considerations for exhibitions, including venue, audience, and purpose <input type="checkbox"/> collaborate as a group to determine criteria for selection and arrangement of own and others' works for exhibitions <input type="checkbox"/> demonstrate respect for the work of self and others <input type="checkbox"/> select appropriate images from their collections for exhibitions and evaluation, and defend their choice <input type="checkbox"/> create an artist's statement to describes their image(s), including their use of image sources, image-development strategies, elements, principles, materials, and processes (e.g., "I used a memory of ___ to create this sculpture because ____." "I used red to emphasize ___ in this collage.") |

HEALTH AND CAREER EDUCATION – GRADE 7

Prescribed Learning Outcomes and
Suggested Achievement Indicators

GOALS AND DECISIONS

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A1 design a plan to achieve a specific goal</p> | <ul style="list-style-type: none"> <input type="checkbox"/> set a short-term or long-term goal (e.g., revisit and revise a previous goal, set a new goal), and describe it in specific, realistic, measurable, and timely terms <input type="checkbox"/> describe the steps needed to achieve the goal, such as <ul style="list-style-type: none"> – identifying short-term steps to accomplish the goal – establishing a timeline for reaching the goal – identifying costs and resources available – identifying potential barriers and ways to overcome those barriers – identifying sources of support <input type="checkbox"/> anticipate factors that can influence the achievement of the goal (e.g., values, family, cost, time, resources, peers, media, role models, interests, abilities) <input type="checkbox"/> create a timeline for achieving the goal <input type="checkbox"/> identify criteria for knowing when goal achievement is successful |
| <p>A2 demonstrate an ability to apply a decision-making model to a specific situation</p> | <ul style="list-style-type: none"> <input type="checkbox"/> based on their own or others' experiences, identify a variety of contexts for decision making (e.g., deciding activities to participate in; purchasing decisions; responding to peer pressure; witnessing an incident of bullying; risk-taking behaviour; being offered tobacco, alcohol, or other drugs) <input type="checkbox"/> identify the steps of a decision-making model (e.g., identify the decision or issue, visualize the ideal outcome, identify alternative solutions, assess the pros and cons of each alternative, select and articulate an informed decision, apply the decision, assess the results, modify the decision as required) <input type="checkbox"/> select a real or simulated situation and apply a decision-making model to select an appropriate option <input type="checkbox"/> describe influences (e.g., messages in TV programs, movies, magazine, music videos, video games, advertisements, Internet; explicit and implicit expectations of friends and family) that affected a specific decision they or someone else has made |

CAREER DEVELOPMENT

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 classify jobs according to career clusters (e.g., by type of industry, type of work, personal interests)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> describe ways of classifying jobs and work, such as <ul style="list-style-type: none"> – according to type of industry (e.g., agriculture, arts, computers, construction, education, medical, service) – according to type of work (e.g., hands-on, paperwork, using technology, research, outdoors) – related to personal interests (e.g., music, writing, sports, technology, science, helping others) <input type="checkbox"/> create a chart to classify a specific list of jobs into career clusters |
| <p>B2 identify skills that are transferable to a range of school and recreational situations (e.g., time management, teamwork, problem solving, communication, adaptability)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> create a detailed list of skills that are transferable to a range of situations, such as <ul style="list-style-type: none"> – time management skills (e.g., punctuality, setting priorities) – co-operative and teamwork skills (e.g., sharing tasks, following directions, facilitating) – problem-solving skills – literacy skills – numeracy skills – creativity – active listening skills – research and note-taking skills – information and communications technology skills – adaptability – continuous learning <input type="checkbox"/> identify current situations and activities where they can apply these skills (e.g., schoolwork, co-curricular activities, recreational activities, home responsibilities, volunteer activities, babysitting) |

HEALTH

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>Healthy Living</p> | |
| <p>C1 analyse factors (including media and peer) that influence personal health decisions</p> | <ul style="list-style-type: none"> <input type="checkbox"/> based on class activities and additional information, analyse the role of the media in portraying health issues (e.g., advertisements promoting participation in health events such as sponsored runs/walks, accurate information about health topics, unrealistic body images, fad diets, sexualized media messages) <input type="checkbox"/> describe a range of factors that affect personal healthy eating choices (e.g., convenience, taste, availability, price, culture, personal dietary needs and choices, advertising, trends such as fad diets, school and community support for healthy choices) <input type="checkbox"/> describe a range of factors that affect personal physical activity choices (e.g., access to facilities and equipment, cost, school and community support for healthy choices, enjoyment) <input type="checkbox"/> demonstrate clear and informed reasoning in analysing positive and negative peer influences on decision-making related to personal health (e.g., encouragement for participating in recreational activities; pressure to smoke, drink alcohol, or consume other drugs; pressure to look a certain way) <input type="checkbox"/> apply learning from class activities and additional information to assess personal attitudes related to health (e.g., personal importance placed on health, willingness to change behaviours to improve health) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p>C2 describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence</p> | <ul style="list-style-type: none"> <input type="checkbox"/> list and describe a range of strategies for attaining and maintaining physical health during puberty and adolescence (e.g., regular physical activity, healthy eating, staying substance free, getting enough sleep, recognizing and avoiding risky situations, hygiene) <input type="checkbox"/> list and describe a range of strategies for attaining and maintaining emotional health during puberty and adolescence (e.g., getting enough sleep, taking personal time, communicating with family and friends, recognizing that adolescence is a time of rapid change, stress management, problem solving strategies, positive self-talk, developing a support network) <input type="checkbox"/> list and describe a range of strategies for attaining and maintaining social health during puberty and adolescence (e.g., cultivating healthy relationships, responding appropriately to peer pressure, respecting diversity, avoiding gossip, recognizing and resisting sexual pressure, communicating boundaries) <input type="checkbox"/> identify various sources of information about adolescent development (e.g., credible web sites, library, community health services) |
| <p>C3 demonstrate an ability to access community information and support services for a variety of health issues</p> | <ul style="list-style-type: none"> <input type="checkbox"/> with peer and teacher support, list relevant health issues for students at this age (e.g., healthy eating, physical activity, smoking, stress, intimidation, alcohol, drugs, relationship issues) <input type="checkbox"/> list a variety of health services and agencies available in the local community (e.g., public health department, community health educators, medical practitioners, counselling services, hotlines), and describe the services, support, or information provided by each <input type="checkbox"/> using a set of prepared questions, contact one or more health service agencies to gather specific information |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p>C4 demonstrate an understanding of the life-threatening nature of HIV/AIDS (e.g., HIV/AIDS damages the immune system, there is currently no known cure for HIV/AIDS)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> accurately define and differentiate between HIV and AIDS <input type="checkbox"/> accurately describe the characteristics of HIV/AIDS that make it a serious and life-threatening disease, such as <ul style="list-style-type: none"> – HIV/AIDS damages the immune system, leaving the body unable to respond to other infections and diseases – while there are treatments that lengthen the lives of people with HIV/AIDS, there is currently no known cure for HIV/AIDS – people can be infected with HIV and not know it for a several years <input type="checkbox"/> accurately identify the ways that HIV/AIDS may be transmitted (e.g., through infected blood, contaminated needles, unprotected sexual activity, from an infected mother to her child before and during birth or during breast feeding) <input type="checkbox"/> accurately list key lifestyle practices that can help prevent the spread of HIV/AIDS (e.g., avoiding the body fluids of others, avoiding contact with contaminated needles, avoiding unprotected sexual activity) <input type="checkbox"/> identify accurate sources of information related to HIV/AIDS transmission and prevention practices (e.g., school nurse, community health professionals, credible web sites) |
| Healthy Relationships | |
| <p>C5 identify characteristics of healthy relationships and unhealthy relationships (e.g., healthy relationships – respect, open communication; unhealthy relationships – jealousy, power imbalance, lack of empathy)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> create an extensive list of characteristics of healthy relationships (e.g., honesty, respect, open communication, shared interests) <input type="checkbox"/> create an extensive list of characteristics of unhealthy relationships (e.g., jealousy, dishonesty, power imbalance, manipulation, exploitation, disrespect of personal boundaries, lack of empathy) |
| <p>C6 describe a variety of influences on relationships (e.g., peers, family, media, physical and emotional changes as a result of puberty)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> describe the ways in which peers can influence relationships (e.g., group dynamics, social pressure, sense of belonging) <input type="checkbox"/> describe the ways in which families can influence relationships (e.g., values, rules, expectations, modelling caring behaviours) <input type="checkbox"/> describe ways in which media can influence relationships (e.g., stereotypes, sexual messages, glamorized risky behaviours) <input type="checkbox"/> describe ways in which physical and emotional changes as a result of puberty can influence relationships (e.g., emerging romantic attractions and feelings, changing dynamics of friendships due to differing developmental rates and evolving interests) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p>C7 demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying</p> | <p><input type="checkbox"/> in classroom and school-based situations, demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying (e.g., leadership skills, conflict resolution, problem solving, effective communication skills, respectful language, respect for diversity)</p> |
| <p><i>Safety and Injury Prevention</i></p> | |
| <p>C8 identify safety strategies that can be used to avoid potentially abusive or exploitative situations (e.g., personal safety rules and strategies for using the Internet, knowing and recognizing tricks and lures used by abusers, telling a trusted adult)</p> | <p><input type="checkbox"/> identify personal safety rules and strategies for using the Internet (e.g., refrain from sharing personal contact or family information such as in contests or surveys, refrain from meeting Internet contacts in person, know and recognize tricks and lures used by Internet predators, tell a trusted adult when confronted with risky or uncomfortable situations)</p> <p><input type="checkbox"/> identify personal safety rules and strategies related to community situations (e.g., know and recognize tricks and lures used by predators or sex trade recruiters, tell a trusted adult when confronted with risky or uncomfortable situations, know when it is safer to be accompanied by friends or family)</p> |
| <p>C9 propose strategies to avoid potentially unsafe situations on the road and in the community (e.g., recognize hazards and potential for injury, use assertive communication skills, use protective equipment, get relevant training and education)</p> | <p><input type="checkbox"/> give examples of the potential risk for injury in a variety of situations, such as</p> <ul style="list-style-type: none"> – specific environments (e.g., on the road, on the water, parking lots, parties, isolated areas, industrial sites, kitchens, home alone) – specific activities (e.g., recreational activities, babysitting, delivering newspapers, household activities such as cooking or cutting the lawn, lifting heavy objects, listening to loud music) <p><input type="checkbox"/> list relevant strategies for avoiding injury in a range of situations (e.g., recognize hazards and potential for injury, use assertive communication skills, use protective gear, practise appropriate warmup and cooldown, know own abilities, get relevant training and education, report an unsafe situation, stay alert)</p> <p><input type="checkbox"/> propose relevant strategies to avoid unsafe situations on the road, including</p> <ul style="list-style-type: none"> – responsible passenger behaviour (e.g., not distracting driver, not taking a ride with an impaired driver) – responsible pedestrian behaviour – responsible cycling and skating behaviour (e.g., obeying traffic regulations, wearing helmets correctly, using designated routes and areas where available) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <i>Substance Misuse Prevention</i> | |
| C10 analyse media and social influences related to substance misuse | <ul style="list-style-type: none"> <input type="checkbox"/> apply established criteria to critique media messages related to the use of substances such as alcohol and tobacco <input type="checkbox"/> assess situations where social influences may affect decision making regarding substance misuse (e.g., acceptance and belonging in particular social groups, unsupervised parties) <input type="checkbox"/> describe the role of personal responsibility in decision making related to substance misuse |
| C11 describe healthy alternatives to substance misuse (e.g., stress management, substance-free social activities) | <ul style="list-style-type: none"> <input type="checkbox"/> describe a variety of choices and practices as healthy alternatives to substance misuse (e.g., stress management, substance-free social activities) <input type="checkbox"/> create a list of personally relevant alternatives to substance misuse <input type="checkbox"/> with teacher and peer support, create a community directory of alternatives to substance misuse |

MATHEMATICS – GRADE 7

Prescribed Learning Outcomes and Suggested Achievement Indicators



NUMBER

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A1 determine and explain why a number is divisible by 2, 3, 4, 5, 6, 8, 9, or 10 and why a number cannot be divided by 0 [C, R]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> determine if a given number is divisible by 2, 3, 4, 5, 6, 8, 9, or 10 and explain why <input type="checkbox"/> sort a given set of numbers based upon their divisibility using organizers, such as Venn and Carroll diagrams <input type="checkbox"/> determine the factors of a given number using the divisibility rules <input type="checkbox"/> explain, using an example, why numbers cannot be divided by 0 |
| <p>A2 demonstrate an understanding of the addition, subtraction, multiplication, and division of decimals (for more than 1-digit divisors or 2-digit multipliers, the use of technology is expected) to solve problems [ME, PS, T]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> solve a given problem involving the addition of two or more decimal numbers <input type="checkbox"/> solve a given problem involving the subtraction of decimal numbers <input type="checkbox"/> solve a given problem involving the multiplication of decimal numbers <input type="checkbox"/> solve a given problem involving the multiplication or division of decimal numbers with 2-digit multipliers or 1-digit divisors (whole numbers or decimals) without the use of technology <input type="checkbox"/> solve a given problem involving the multiplication or division of decimal numbers with more than a 2-digit multiplier or 1-digit divisor (whole number or decimal), with the use of technology <input type="checkbox"/> place the decimal in a sum or difference using front-end estimation, (e.g., for $4.5 + 0.73 + 256.458$, think $4 + 256$, so the sum is greater than 260) <input type="checkbox"/> place the decimal in a product using front-end estimation (e.g., for $\\$12.33 \times 2.4$, think $\\$12 \times 2$, so the product is greater than \$24) |

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|-------------------|----------------------------------------|----------------------|-------------------|
| [C] Communication | [ME] Mental Mathematics and Estimation | [PS] Problem Solving | [T] Technology |
| [CN] Connections | | [R] Reasoning | [V] Visualization |

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| | <ul style="list-style-type: none"> <input type="checkbox"/> place the decimal in a quotient using front-end estimation (e.g., for $51.50 \text{ m} \div 2.1$, think $50 \text{ m} \div 2$, so the quotient is approximately 25 m) <input type="checkbox"/> check the reasonableness of solutions using estimation <input type="checkbox"/> solve a given problem that involves operations on decimals (limited to thousandths) taking into consideration the order of operations |
| A3 solve problems involving percents from 1% to 100% [C, CN, PS, R, T] | <ul style="list-style-type: none"> <input type="checkbox"/> express a given percent as a decimal or fraction <input type="checkbox"/> solve a given problem that involves finding a percent <input type="checkbox"/> determine the answer to a given percent problem where the answer requires rounding and explain why an approximate answer is needed (e.g., total cost including taxes) |
| A4 demonstrate an understanding of the relationship between positive repeating decimals and positive fractions, and positive terminating decimals and positive fractions [C, CN, R, T] | <ul style="list-style-type: none"> <input type="checkbox"/> predict the decimal representation of a given fraction using patterns (e.g., $\frac{1}{11} = 0.0\overline{9}$, $\frac{2}{11} = 0.1\overline{8}$, $\frac{3}{11} = ? \dots$) <input type="checkbox"/> match a given set of fractions to their decimal representations <input type="checkbox"/> sort a given set of fractions as repeating or terminating decimals <input type="checkbox"/> express a given fraction as a terminating or repeating decimal <input type="checkbox"/> express a given repeating decimal as a fraction <input type="checkbox"/> express a given terminating decimal as a fraction <input type="checkbox"/> provide an example where the decimal representation of a fraction is an approximation of its exact value |
| A5 demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences) [C, CN, ME, PS, R, V] | <ul style="list-style-type: none"> <input type="checkbox"/> model addition and subtraction of a given positive fraction or a given mixed number using concrete representations, and record symbolically <input type="checkbox"/> determine the sum of two given positive fractions or mixed numbers with like denominators <input type="checkbox"/> determine the difference of two given positive fractions or mixed numbers with like denominators <input type="checkbox"/> determine a common denominator for a given set of positive fractions or mixed numbers <input type="checkbox"/> determine the sum of two given positive fractions or mixed numbers with unlike denominators <input type="checkbox"/> determine the difference of two given positive fractions or mixed numbers with unlike denominators |

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|-------------------|----------------------------------------|----------------------|-------------------|
| [C] Communication | [ME] Mental Mathematics and Estimation | [PS] Problem Solving | [T] Technology |
| [CN] Connections | | [R] Reasoning | [V] Visualization |

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| | <ul style="list-style-type: none"> <input type="checkbox"/> simplify a given positive fraction or mixed number by identifying the common factor between the numerator and denominator <input type="checkbox"/> simplify the solution to a given problem involving the sum or difference of two positive fractions or mixed numbers <input type="checkbox"/> solve a given problem involving the addition or subtraction of positive fractions or mixed numbers and determine if the solution is reasonable |
| <p>A6 demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically [C, CN, PS, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> explain, using concrete materials such as integer tiles and diagrams, that the sum of opposite integers is zero <input type="checkbox"/> illustrate, using a number line, the results of adding or subtracting negative and positive integers (e.g., a move in one direction followed by an equivalent move in the opposite direction results in no net change in position) <input type="checkbox"/> add two given integers using concrete materials or pictorial representations and record the process symbolically <input type="checkbox"/> subtract two given integers using concrete materials or pictorial representations and record the process symbolically <input type="checkbox"/> solve a given problem involving the addition and subtraction of integers |
| <p>A7 compare and order positive fractions, positive decimals (to thousandths) and whole numbers by using</p> <ul style="list-style-type: none"> – benchmarks – place value – equivalent fractions and/or decimals <p>[CN, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> order the numbers of a given set that includes positive fractions, positive decimals and/or whole numbers in ascending or descending order, and verify the result using a variety of strategies <input type="checkbox"/> identify a number that would be between two given numbers in an ordered sequence or on a number line <input type="checkbox"/> identify incorrectly placed numbers in an ordered sequence or on a number line <input type="checkbox"/> position fractions with like and unlike denominators from a given set on a number line and explain strategies used to determine order <input type="checkbox"/> order the numbers of a given set by placing them on a number line that contains benchmarks, such as 0 and 1 or 0 and 5 <input type="checkbox"/> position a given set of positive fractions, including mixed numbers and improper fractions, on a number line and explain strategies used to determine position |

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|-------------------|----------------------------------------|----------------------|-------------------|
| [C] Communication | [ME] Mental Mathematics and Estimation | [PS] Problem Solving | [T] Technology |
| [CN] Connections | | [R] Reasoning | [V] Visualization |

PATTERNS AND RELATIONS (*Patterns*)

| PRESCRIBED LEARNING OUTCOMES | | SUGGESTED ACHIEVEMENT INDICATORS |
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| <i>It is expected that students will:</i> | | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| B1 demonstrate an understanding of oral and written patterns and their equivalent linear relations [C, CN, R] | | <input type="checkbox"/> formulate a linear relation to represent the relationship in a given oral or written pattern <input type="checkbox"/> provide a context for a given linear relation that represents a pattern <input type="checkbox"/> represent a pattern in the environment using a linear relation |
| B2 create a table of values from a linear relation, graph the table of values, and analyze the graph to draw conclusions and solve problems [C, CN, R, V] | | <input type="checkbox"/> create a table of values for a given linear relation by substituting values for the variable <input type="checkbox"/> create a table of values using a linear relation and graph the table of values (limited to discrete elements) <input type="checkbox"/> sketch the graph from a table of values created for a given linear relation and describe the patterns found in the graph to draw conclusions (e.g., graph the relationship between n and $2n + 3$) <input type="checkbox"/> describe the relationship shown on a graph using everyday language in spoken or written form to solve problems <input type="checkbox"/> match a given set of linear relations to a given set of graphs <input type="checkbox"/> match a given set of graphs to a given set of linear relations |

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|-------------------|----------------------------------------|----------------------|-------------------|
| [C] Communication | [ME] Mental Mathematics and Estimation | [PS] Problem Solving | [T] Technology |
| [CN] Connections | | [R] Reasoning | [V] Visualization |

PATTERNS AND RELATIONS (*Variables and Equations*)

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B3 demonstrate an understanding of preservation of equality by</p> <ul style="list-style-type: none"> - modelling preservation of equality concretely, pictorially, and symbolically - applying preservation of equality to solve equations <p>[C, CN, PS, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> model the preservation of equality for each of the four operations using concrete materials or using pictorial representations, explain the process orally and record it symbolically <input type="checkbox"/> solve a given problem by applying preservation of equality |
| <p>B4 explain the difference between an expression and an equation</p> <p>[C, CN]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> identify and provide an example of a constant term, a numerical coefficient and a variable in an expression and an equation <input type="checkbox"/> explain what a variable is and how it is used in a given expression <input type="checkbox"/> provide an example of an expression and an equation, and explain how they are similar and different |
| <p>B5 evaluate an expression given the value of the variable(s)</p> <p>[CN, R]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> substitute a value for an unknown in a given expression and evaluate the expression |
| <p>B6 model and solve problems that can be represented by one-step linear equations of the form $x + a = b$, concretely, pictorially, and symbolically, where a and b are integers</p> <p>[CN, PS, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> represent a given problem with a linear equation and solve the equation using concrete models (e.g., counters, integer tiles) <input type="checkbox"/> draw a visual representation of the steps required to solve a given linear equation <input type="checkbox"/> solve a given problem using a linear equation <input type="checkbox"/> verify the solution to a given linear equation using concrete materials and diagrams <input type="checkbox"/> substitute a possible solution for the variable in a given linear equation into the original linear equation to verify the equality |

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| [C] Communication | [ME] Mental Mathematics and Estimation | [PS] Problem Solving | [T] Technology |
| [CN] Connections | | [R] Reasoning | [V] Visualization |

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| <p>B7 model and solve problems that can be represented by linear equations of the form</p> <ul style="list-style-type: none"> - $ax + b = c$ - $ax = b$ - $\frac{x}{a} = b, a \neq 0$ <p>concretely, pictorially, and symbolically, where $a, b,$ and c are whole numbers [CN, PS, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> model a given problem with a linear equation and solve the equation using concrete models (e.g., counters, integer tiles) <input type="checkbox"/> draw a visual representation of the steps used to solve a given linear equation <input type="checkbox"/> solve a given problem using a linear equation and record the process <input type="checkbox"/> verify the solution to a given linear equation using concrete materials and diagrams <input type="checkbox"/> substitute a possible solution for the variable in a given linear equation into the original linear equation to verify the equality |
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| [C] Communication | [ME] Mental Mathematics and Estimation | [PS] Problem Solving | [T] Technology |
| [CN] Connections | | [R] Reasoning | [V] Visualization |

SHAPE AND SPACE (*Measurement*)

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C1 demonstrate an understanding of circles by</p> <ul style="list-style-type: none"> - describing the relationships among radius, diameter, and circumference of circles - relating circumference to pi - determining the sum of the central angles - constructing circles with a given radius or diameter - solving problems involving the radii, diameters, and circumferences of circles <p>[C, CN, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> illustrate and explain that the diameter is twice the radius in a given circle <input type="checkbox"/> illustrate and explain that the circumference is approximately three times the diameter in a given circle <input type="checkbox"/> explain that, for all circles, pi is the ratio of the circumference to the diameter $\left(\frac{C}{d}\right)$, and its value is approximately 3.14 <input type="checkbox"/> explain, using an illustration, that the sum of the central angles of a circle is 360° <input type="checkbox"/> draw a circle with a given radius or diameter with and without a compass <input type="checkbox"/> solve a given contextual problem involving circles |
| <p>C2 develop and apply a formula for determining the area of</p> <ul style="list-style-type: none"> - triangles - parallelograms - circles <p>[CN, PS, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> illustrate and explain how the area of a rectangle can be used to determine the area of a triangle <input type="checkbox"/> generalize a rule to create a formula for determining the area of triangles <input type="checkbox"/> illustrate and explain how the area of a rectangle can be used to determine the area of a parallelogram <input type="checkbox"/> generalize a rule to create a formula for determining the area of parallelograms <input type="checkbox"/> illustrate and explain how to estimate the area of a circle without the use of a formula <input type="checkbox"/> apply a formula for determining the area of a given circle <input type="checkbox"/> solve a given problem involving the area of triangles, parallelograms, and/or circles |

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| [C] Communication | [ME] Mental | [PS] Problem Solving | [T] Technology |
| [CN] Connections | Mathematics and Estimation | [R] Reasoning | [V] Visualization |

SHAPE AND SPACE (3-D Objects and 2-D Shapes)

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C3 perform geometric constructions, including</p> <ul style="list-style-type: none"> - perpendicular line segments - parallel line segments - perpendicular bisectors - angle bisectors <p>[CN, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> describe examples of parallel line segments, perpendicular line segments, perpendicular bisectors and angle bisectors in the environment <input type="checkbox"/> identify line segments on a given diagram that are parallel or perpendicular <input type="checkbox"/> draw a line segment perpendicular to another line segment and explain why they are perpendicular <input type="checkbox"/> draw a line segment parallel to another line segment and explain why they are parallel <input type="checkbox"/> draw the bisector of a given angle using more than one method and verify that the resulting angles are equal <input type="checkbox"/> draw the perpendicular bisector of a line segment using more than one method and verify the construction |

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| [C] Communication | [ME] Mental | [PS] Problem Solving | [T] Technology |
| [CN] Connections | Mathematics and Estimation | [R] Reasoning | [V] Visualization |

SHAPE AND SPACE (Transformations)

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C4 identify and plot points in the four quadrants of a Cartesian plane using integral ordered pairs [C, CN, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> label the axes of a four quadrant Cartesian plane and identify the origin <input type="checkbox"/> identify the location of a given point in any quadrant of a Cartesian plane using an integral ordered pair <input type="checkbox"/> plot the point corresponding to a given integral ordered pair on a Cartesian plane with units of 1, 2, 5 or 10 on its axes <input type="checkbox"/> draw shapes and designs, using given integral ordered pairs, in a Cartesian plane <input type="checkbox"/> create shapes and designs, and identify the points used to produce the shapes and designs in any quadrant of a Cartesian plane |
| <p>C5 perform and describe transformations (translations, rotations or reflections) of a 2-D shape in all four quadrants of a Cartesian plane (limited to integral number vertices) [CN, PS, T, V]</p> | <p>(It is intended that the original shape and its image have vertices with integral coordinates.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the coordinates of the vertices of a given 2-D shape on a Cartesian plane <input type="checkbox"/> describe the horizontal and vertical movement required to move from a given point to another point on a Cartesian plane <input type="checkbox"/> describe the positional change of the vertices of a given 2-D shape to the corresponding vertices of its image as a result of a transformation or successive transformations on a Cartesian plane <input type="checkbox"/> determine the distance between points along horizontal and vertical lines in a Cartesian plane <input type="checkbox"/> perform a transformation or consecutive transformations on a given 2-D shape and identify coordinates of the vertices of the image <input type="checkbox"/> describe the positional change of the vertices of a 2-D shape to the corresponding vertices of its image as a result of a transformation or a combination of successive transformations <input type="checkbox"/> describe the image resulting from the transformation of a given 2-D shape on a Cartesian plane by identifying the coordinates of the vertices of the image |

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| [C] Communication | [ME] Mental | [PS] Problem Solving | [T] Technology |
| [CN] Connections | Mathematics and Estimation | [R] Reasoning | [V] Visualization |

STATISTICS AND PROBABILITY (*Data Analysis*)

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>D1 demonstrate an understanding of central tendency and range by</p> <ul style="list-style-type: none"> - determining the measures of central tendency (mean, median, mode) and range - determining the most appropriate measures of central tendency to report findings <p>[C, PS, R, T]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> determine mean, median and mode for a given set of data, and explain why these values may be the same or different <input type="checkbox"/> determine the range of given sets of data <input type="checkbox"/> provide a context in which the mean, median or mode is the most appropriate measure of central tendency to use when reporting findings <input type="checkbox"/> solve a given problem involving the measures of central tendency |
| <p>D2 determine the effect on the mean, median, and mode when an outlier is included in a data set</p> <p>[C, CN, PS, R]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> analyze a given set of data to identify any outliers <input type="checkbox"/> explain the effect of outliers on the measures of central tendency for a given data set <input type="checkbox"/> identify outliers in a given set of data and justify whether or not they are to be included in the reporting of the measures of central tendency <input type="checkbox"/> provide examples of situations in which outliers would and would not be used in reporting the measures of central tendency |
| <p>D3 construct, label, and interpret circle graphs to solve problems</p> <p>[C, CN, PS, R, T, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> identify common attributes of circle graphs, such as <ul style="list-style-type: none"> - title, label or legend - the sum of the central angles is 360° - the data is reported as a percent of the total and the sum of the percents is equal to 100% <input type="checkbox"/> create and label a circle graph, with and without technology, to display a given set of data <input type="checkbox"/> find and compare circle graphs in a variety of print and electronic media, such as newspapers, magazines and the Internet <input type="checkbox"/> translate percentages displayed in a circle graph into quantities to solve a given problem <input type="checkbox"/> interpret a given circle graph to answer questions |

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| [C] Communication | [ME] Mental Mathematics and Estimation | [PS] Problem Solving | [T] Technology |
| [CN] Connections | | [R] Reasoning | [V] Visualization |

STATISTICS AND PROBABILITY (*Chance and Uncertainty*)

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>D4 express probabilities as ratios, fractions, and percents [C, CN, R, V, T]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> determine the probability of a given outcome occurring for a given probability experiment, and express it as a ratio, fraction and percent <input type="checkbox"/> provide an example of an event with a probability of 0 or 0% (impossible) and an event with a probability of 1 or 100% (certain) |
| <p>D5 identify the sample space (where the combined sample space has 36 or fewer elements) for a probability experiment involving two independent events [C, ME, PS]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> provide an example of two independent events, such as <ul style="list-style-type: none"> – spinning a four section spinner and an eight-sided die – tossing a coin and rolling a twelve-sided die – tossing two coins – rolling two dice and explain why they are independent <input type="checkbox"/> identify the sample space (all possible outcomes) for each of two independent events using a tree diagram, table, or another graphic organizer |
| <p>D6 conduct a probability experiment to compare the theoretical probability (determined using a tree diagram, table or another graphic organizer) and experimental probability of two independent events [C, PS, R, T]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> determine the theoretical probability of a given outcome involving two independent events <input type="checkbox"/> conduct a probability experiment for an outcome involving two independent events, with and without technology, to compare the experimental probability to the theoretical probability <input type="checkbox"/> solve a given probability problem involving two independent events |

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| [C] Communication | [ME] Mental Mathematics and Estimation | [PS] Problem Solving | [T] Technology |
| [CN] Connections | | [R] Reasoning | [V] Visualization |

PHYSICAL EDUCATION – GRADE 7

Prescribed Learning Outcomes and Suggested Achievement Indicators



ACTIVE LIVING

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>Knowledge</p> <p>A1 relate the effects of regular participation in a variety of types of physical activities to quality of life (e.g., stress reduction, prevents the onset of certain diseases, increased overall physical and emotional health)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> describe the positive effects on emotional well-being of regular participation in a variety of types of physical activity (e.g., stress reduction, social interaction, enjoyment) <input type="checkbox"/> describe the positive effects on physical well-being of regular participation in a variety of types of physical activity (e.g., increased energy level, improved ability to focus and concentrate, healthy heart) <input type="checkbox"/> list diseases that physical activity can help to prevent (e.g., heart disease, diabetes, osteoporosis) <input type="checkbox"/> assess the relationship between physical well-being, emotional well-being, and quality of life |
| <p>A2 analyse the relationship between personal nutrition choices and participation in physical activity</p> | <ul style="list-style-type: none"> <input type="checkbox"/> conduct a self-assessment of the extent to which they practise nutritional choices that contribute to overall health, responding to questions such as <ul style="list-style-type: none"> – Do I drink enough water to support my physical activity? – Am I eating the right foods to provide adequate energy for physical activity? – Am I eating at the right times of day in relation to physical activity? |
| <p>A3 assess their heart rate during physical activity in relation to target heart rate zones</p> | <ul style="list-style-type: none"> <input type="checkbox"/> referring to a chart or poster, demonstrate an understanding of target heart rate zones <input type="checkbox"/> define the term <i>aerobic activity</i>, and explain how it contributes to cardiovascular health <input type="checkbox"/> compare own heart rate before, during, and after aerobic activity to general target heart rate zones |

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| <p>A4 design a plan for achieving physical activity goals</p> | <ul style="list-style-type: none"> <input type="checkbox"/> design a plan for achieving their goals, including steps such as the following: <ul style="list-style-type: none"> – identify and discuss factors that should be considered when creating a personal physical activity plan (e.g., frequency of activity; length of time participating in activity; including a variety of types of activities that help to build muscular strength and endurance, cardiovascular endurance, and flexibility; choosing physical activities with consideration for enjoyment, availability, and personal ability) – set specific, measurable, and timely goals for physical activity – keep detailed written log of their physical activity (e.g., on paper, electronic), including time, intensity, and type of each activity – monitor their progress periodically (e.g., Is my physical activity frequent enough? Hard enough? Long enough? Am I including enough variety? What social and emotional results am I experiencing?) |
| <p><i>Participation</i></p> <p>A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals</p> | <ul style="list-style-type: none"> <input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks) <input type="checkbox"/> participate in vigorous physical activity resulting in physiological changes such as increased heart and breathing rate, feeling warm, and perspiration <input type="checkbox"/> participate continuously in moderate to vigorous physical activities <input type="checkbox"/> participate in physical activities that develop the components of fitness in relation to their goals (e.g., muscular strength and endurance, cardiovascular endurance, and flexibility) |

MOVEMENT SKILLS

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 apply learned movement skills in new and unfamiliar physical activities</p> | <ul style="list-style-type: none"> <input type="checkbox"/> identify a range of basic movement skills that can be used in a variety of activities (e.g., striking skills used in pickleball, baseball, hockey, golf, tennis; serving used in badminton, tennis, volleyball, table tennis) <input type="checkbox"/> apply learned skills in new and unfamiliar activities |
| <p>B2 demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings (e.g., kick an object varying distances, intercept an object from an opponent, pass an object to a moving partner)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an understanding of how concepts such as angle of projection, gravity, and speed affect control, distance, and accuracy when sending and receiving objects (e.g., hockey, badminton, archery, curling) <input type="checkbox"/> maintain technique while kicking, striking, throwing, or receiving objects varying distances in unpredictable settings (e.g., 2 on 2, 3 on 3, 4 on 4, moving partner, moving target) <ul style="list-style-type: none"> – while travelling – alone and/or with others – with or without obstacles – with or without an implement (e.g., bat, racquet) <input type="checkbox"/> select from varying methods of passing and receiving appropriate to the situation (e.g., passing—chest pass, bounce pass, two-hand overhead pass, one-hand overhead pass; receiving—one hand, two hands, overhead, trapping, moving into position to receive) <input type="checkbox"/> demonstrate offensive and defensive strategies in passing an object with control and accuracy (e.g., “give and go” in activities such as field hockey, basketball, soccer, lacrosse; checking; moving into open space to receive a pass; working toward goal or target; positioning) |
| <p>B3 perform sequences using learned non-locomotor, locomotor, and manipulative movement skills, demonstrating effective use of qualities of movement (e.g., speed, force, flow)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate qualities of movement (speed, force, flow) when creating and performing partner or group sequences, such as <ul style="list-style-type: none"> – dance or gymnastic sequences (e.g., incorporating rolls, turns, mounts and dismounts, balancing) – canoe paddling/pulling sequences (e.g., adjusting force and speed to create turns and directional changes) – follow through in racquet games <input type="checkbox"/> demonstrate flow and smooth transitions between movements in sequence (e.g., skating, interpretive dance, swimming strokes, skiing, paddling, martial arts, juggling while travelling) <input type="checkbox"/> perform synchronized movements in a sequence alone, with a partner, and in groups (e.g., mirror games, ensemble dance sequences, synchronized skating) |

SAFETY, FAIR PLAY, AND LEADERSHIP

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C1 apply safe procedures for specific physical activities</p> | <ul style="list-style-type: none"> <input type="checkbox"/> apply familiar safety guidelines to new settings and activities (e.g., when using new equipment, unfamiliar environments) <input type="checkbox"/> model safe behaviours in a variety of settings (e.g., on hikes—stay on path and behind leader; cycling—proper use of helmets) <input type="checkbox"/> select appropriate warmup and cooldown routines for specific physical activities (e.g., to warm up specific muscle groups used in that activity) <input type="checkbox"/> identify procedures to assist a person injured during physical activity (e.g., get help, do not try to move the injured person, know how to access help when outside the school environment) |
| <p>C2 model fair play in all aspects of physical activity</p> | <ul style="list-style-type: none"> <input type="checkbox"/> adjust rules as necessary to meet needs of peers and be inclusive of all participants <input type="checkbox"/> consistently demonstrate fair play behaviours such as encouragement and respect for all participants |
| <p>C3 model leadership in creating a positive climate for physical activity (e.g., mentoring, organizing, coaching)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> select and apply one or more ways to act in a leadership role in physical activity as suggested by the teacher, such as <ul style="list-style-type: none"> – act as peer helpers for selected activities – lead an appropriate warmup or cooldown activity – referee games co-operatively and independently – act as team captain – act as equipment monitor – keep score – act as helper for younger students |

SCIENCE – GRADE 7

Prescribed Learning Outcomes and Suggested Achievement Indicators



PROCESSES OF SCIENCE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <ul style="list-style-type: none"> • test a hypothesis by planning and conducting an experiment that controls for two or more variables | <ul style="list-style-type: none"> <input type="checkbox"/> supply relevant supporting evidence for hypotheses presented <input type="checkbox"/> develop a testable question that considers the variables involved based on previous inferences <input type="checkbox"/> communicate precisely the question under observation so others can review the plan and procedures <input type="checkbox"/> question the relevance of the hypothesis by checking the control and the accuracy of the testing methods (fair test) <input type="checkbox"/> communicate the results of an experiment, using graphs and charts |
| <ul style="list-style-type: none"> • create models that help to explain scientific concepts and hypotheses | <ul style="list-style-type: none"> <input type="checkbox"/> observe a problem situation, and formulate a plan for investigating a solution <input type="checkbox"/> plan in detail all of the steps necessary to build or make a product, and prepare a written outline showing the order of events <input type="checkbox"/> identify key components of the system or process being modelled. <input type="checkbox"/> develop a testable question that considers the variables involved (independent and dependent) <input type="checkbox"/> build a relevant and appropriate model based on the available materials and constraints of the problem <input type="checkbox"/> apply all appropriate safety measures when building a model |

LIFE SCIENCE: ECOSYSTEMS

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <ul style="list-style-type: none"> • analyse the roles of organisms as part of interconnected food webs, populations, communities, and ecosystems | <ul style="list-style-type: none"> <input type="checkbox"/> identify populations of organisms in communities and ecosystems according to simplified food webs <input type="checkbox"/> explain how habitats provide basic needs for the organisms living in them (e.g., food, water, light) <input type="checkbox"/> identify factors that are critical for healthy populations and ecosystems, including air and water quality (e.g., acid rain, greenhouse gases, turbidity), and explain their significance |
| <ul style="list-style-type: none"> • assess survival needs and interactions between organisms and the environment | <ul style="list-style-type: none"> <input type="checkbox"/> identify interactions between decomposers, producers, and consumers, according to the food pyramid <input type="checkbox"/> describe in detail how decomposers recycle nutrients within ecosystems, and how plants, animals, and decomposers depend on each other (composting) <input type="checkbox"/> explain and provide several examples of how energy is transferred through food webs and food chains within an ecosystem |
| <ul style="list-style-type: none"> • assess the requirements for sustaining healthy local ecosystems | <ul style="list-style-type: none"> <input type="checkbox"/> create and justify a description of a suitable environment for a specific organism, taking into account the limiting factors (e.g., food, water, light, living space) <input type="checkbox"/> explain relationships between living (biotic) and non-living (abiotic) things within an ecosystem (e.g., soil, bacteria, plants, animals), with reference to several examples <input type="checkbox"/> evaluate the likely effects of habitat loss for certain species |
| <ul style="list-style-type: none"> • evaluate human impacts on local ecosystems | <ul style="list-style-type: none"> <input type="checkbox"/> describe, using examples, how forestry practices affect ecosystems (e.g., riparian zones, fishing, forest debris, beetle kill, controlled burn) <input type="checkbox"/> determine the sources of pollutants, and analyse their effects (e.g., autos and air quality, oil spills and water contamination) <input type="checkbox"/> describe, using examples, how practices of Aboriginal peoples in BC affect environmental sustainability in a specific ecosystem |

PHYSICAL SCIENCE: CHEMISTRY

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <ul style="list-style-type: none"> • conduct investigations into properties of matter | <ul style="list-style-type: none"> <input type="checkbox"/> identify several qualitative (e.g., colour, texture, state) and quantitative (e.g., density, melting point, freezing point) properties of materials <input type="checkbox"/> accurately measure, record, and present data collected during an experiment involving solutions and mixtures <input type="checkbox"/> describe chemical and physical changes in matter, citing examples |
| <ul style="list-style-type: none"> • classify substances as elements, compounds, and mixtures | <ul style="list-style-type: none"> <input type="checkbox"/> accurately sort products found in the home into substances, suspensions, emulsions, mechanical mixtures, and solutions and summarize their similarities and differences <input type="checkbox"/> correctly relate the particle theory to the properties of elements, compounds, and mixtures |
| <ul style="list-style-type: none"> • measure substances and solutions according to pH, solubility, and concentration | <ul style="list-style-type: none"> <input type="checkbox"/> describe the effects of a variety of factors (e.g., type of solute, type of solvent, temperature) on solubility <input type="checkbox"/> determine factors (e.g., heat, stirring, surface area) that affect the rate at which substances dissolve <input type="checkbox"/> use test papers with teacher support to carefully analyse various substances and solutions for acidic or basic characteristics (pH scale) |

EARTH AND SPACE SCIENCE: EARTH’S CRUST

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <ul style="list-style-type: none"> • compare the characteristics of the Earth’s core, mantle, and crust, and describe the formation of rocks | <ul style="list-style-type: none"> <input type="checkbox"/> accurately list the characteristics of each layer of the Earth <input type="checkbox"/> construct a flow chart to explain in detail the geological processes involved in forming minerals and rocks <input type="checkbox"/> catalogue the properties of rock and mineral samples (e.g., cleavage, colour, crystal habit, fracture, hardness, lustre, and streak) on the basis of a detailed examination |
| <ul style="list-style-type: none"> • analyse the dynamics of tectonic plate movement and landmass formation | <ul style="list-style-type: none"> <input type="checkbox"/> explain how earthquakes have helped scientists understand the Earth’s structure (e.g., primary and secondary seismic waves) <input type="checkbox"/> detail the effects of earthquakes, volcanoes, and fault boundaries on the Earth’s crust <input type="checkbox"/> model tectonic plate movement to show convergent, divergent, and transform plate boundaries |
| <ul style="list-style-type: none"> • explain how the Earth’s surface changes over time | <ul style="list-style-type: none"> <input type="checkbox"/> explain how scientists use the placement and position of an object to infer the time of events (e.g., superposition) <input type="checkbox"/> illustrate how fossils come to be associated with sedimentary rock <input type="checkbox"/> report on how fossil record is used to identify Millennium changes in the Earth’s surfaces |

SOCIAL STUDIES – GRADE 7

Prescribed Learning Outcomes and Suggested Achievement Indicators



SKILLS AND PROCESSES OF SOCIAL STUDIES

The following learning outcomes provide students with a framework of developmental skills and processes that are used throughout the curriculum. These outcomes are not intended to be taught in isolation, but rather should be integrated in context with content related to the other four curriculum organizers.

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</p> | <ul style="list-style-type: none"> <input type="checkbox"/> select a relevant problem or issue for inquiry <input type="checkbox"/> use comparison, classification, inference, imagination, verification, analogies, and relationship identification to clarify and define an issue or problem <input type="checkbox"/> compare a range of points of view on an issue <input type="checkbox"/> draw conclusions about an issue or problem |
| <p>A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information</p> | <ul style="list-style-type: none"> <input type="checkbox"/> identify ways of marking historical time (e.g., decade, century, millennium, BCE, CE) <input type="checkbox"/> compare the advantages and disadvantages of various graphic forms of communication (e.g., graphs, tables, charts, maps, photographs, sketches) <input type="checkbox"/> demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climagraph, topographical map, pie chart) <input type="checkbox"/> draw conclusions from maps, tables, timelines, and graphs (e.g., “Based on this map, why was Mesopotamia a natural place for a civilization to develop?” “Based on this graph, is the population of this country increasing or decreasing?” “What does this map tell you about the economy of ancient Rome?” “Looking at this timeline, why was the period of ancient Greek civilization comparatively short?”) <input type="checkbox"/> compare maps of early civilizations with modern maps of the same area <input type="checkbox"/> select an appropriate graphic form of communication for a specific purpose (e.g., a timeline to show sequence of events, a map to show location) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A3 compile a body of information from a range of sources</p> | <ul style="list-style-type: none"> <input type="checkbox"/> compare the advantages and disadvantages of specific types of sources for specific purposes (e.g., primary, secondary; print, video, electronic, graphic, artefacts) <input type="checkbox"/> compare information-gathering methodologies (e.g., primary research – surveys, archeological excavation, interviews; research using secondary sources; testing hypotheses) <input type="checkbox"/> apply criteria to evaluate information and information sources (e.g., bias, reliability, authorship, currency, audience, confirmation from multiple sources) <input type="checkbox"/> explain why it is important to cite information sources (e.g., respecting others’ intellectual property, keeping track of where they acquired the information, distinguishing between fact and opinion, helping readers identify sources of additional information) <input type="checkbox"/> represent information fairly and cite sources consistently |
| <p>A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation</p> | <ul style="list-style-type: none"> <input type="checkbox"/> select and clarify a topic for presentation <input type="checkbox"/> organize researched information to prepare a presentation <input type="checkbox"/> select appropriate forms of presentation suitable for the purpose and audience (e.g., multimedia, oral, song, drama, written) <input type="checkbox"/> plan, prepare, and deliver a presentation on a selected topic |
| <p>A5 defend a position on a contemporary or historical issue</p> | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate skills of debate, including <ul style="list-style-type: none"> – identify, discuss, define, and clarify the problem, issue, or inquiry – consider competing positions from various perspectives – conduct research <input type="checkbox"/> select a real or simulated contemporary or historical issue and apply problem solving strategies to address it <input type="checkbox"/> justify their position in terms of factors such as geography, gender, historical perspective, culture, and religion |

IDENTITY, SOCIETY, AND CULTURE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 analyse the concept of <i>civilization</i> as it applies to selected ancient cultures</p> | <ul style="list-style-type: none"> <input type="checkbox"/> list components that are common to cultures around the world and throughout time (e.g., social organization, religion, traditions, celebrations, government, law, trade, communications, transportation, technology, Arts Education, food, clothing, shelter, medicine, education) <input type="checkbox"/> compare specific components of civilization in two or more ancient cultures (e.g., Mesopotamia, Egypt, Greece, Rome, Hsia-Shang-Chou era of China, Mauryan and Gupta Empires, Norse, Mayan, Incas, Aztecs, Nubia, City-State Japan) <input type="checkbox"/> illustrate inter-relationships and influences among selected ancient cultures (e.g., Egyptians adapting chariots from the Hyksos, Roman adaptation of Greek gods and mythology, adaptations of Sumerian writing system, Babylonian code of law, Sumerian irrigation system) <input type="checkbox"/> create a timeline to illustrate the chronology of selected ancient civilizations |
| <p>B2 analyse social roles within one or more ancient civilizations</p> | <ul style="list-style-type: none"> <input type="checkbox"/> compare various social roles within a selected ancient culture in terms of <ul style="list-style-type: none"> – daily life and how they met their basic needs – work – family structures – gender roles – class systems <input type="checkbox"/> create a chart or other representation to illustrate the economic and social hierarchy of roles and classes in a selected ancient culture (e.g., slaves, farmers, builders, merchants, artisans, scribes, teachers, priests, rulers) <input type="checkbox"/> describe how values and beliefs in selected ancient civilizations affected people’s daily lives (e.g., values and beliefs related to individualism, equality, ownership, spiritual beliefs, arts, education, physical strength and prowess) |
| <p>B3 identify influences and contributions of ancient societies to present-day cultures</p> | <ul style="list-style-type: none"> <input type="checkbox"/> identify specific examples of influences and contributions from ancient cultures (e.g., writing system, number system, philosophy, education, religion and spirituality, visual arts, drama, architecture, time-keeping), and describe them in terms of their <ul style="list-style-type: none"> – origins – evolution and presence in present-day cultures |

GOVERNANCE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C1 describe the evolution and purpose of rules, laws, and government in ancient civilizations</p> | <ul style="list-style-type: none"> <input type="checkbox"/> use appropriate terminology to describe rules, laws, and government in ancient civilizations (e.g., empire, democracy, queen, king, pharaoh, emperor, empress, slave, god, city-state, samurai, senate, hierarchy, elder, chief) <input type="checkbox"/> explain the significance of the <i>Code of Hammurabi</i> (“eye for an eye” – rule of law) <input type="checkbox"/> explain the significance of Greek democratic structures <input type="checkbox"/> describe different ways in which ancient governments acquired, used, and enforced power and authority, including <ul style="list-style-type: none"> – establishment and growth of empires – warfare – judicial systems – diffusion of power and authority – spiritual/religious power and authority of rulers <input type="checkbox"/> describe the significance of selected key leadership figures in ancient cultures (e.g., Alexander the Great, Julius Caesar, Moses, Ramses II, Cleopatra, Hatshepsut, Plato, Hannibal, Confucius, Raven) <input type="checkbox"/> respond to inquiries related to laws and government (e.g., Someone has broken a rule or law in a selected ancient culture – what would happen to that individual in that society, in another ancient culture, in our society today?) |
| <p>C2 assess how ancient systems of laws and government have contributed to current Canadian political and legal systems</p> | <ul style="list-style-type: none"> <input type="checkbox"/> list and describe aspects of current Canadian laws and government structures that have evolved from ancient civilizations (e.g., rule of law, democracy, senate, representation) <input type="checkbox"/> describe examples of individual rights in ancient civilizations and compare them to individual rights in current Canadian society <input type="checkbox"/> relate the features of civic life in selected ancient cultures to citizenship in present-day Canadian society (e.g., voting, human rights) |

ECONOMY AND TECHNOLOGY

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>D1 describe various ways ancient peoples exchanged goods and services</p> | <ul style="list-style-type: none"> <input type="checkbox"/> list goods and services that people in ancient civilizations used in trade (e.g., items needed for survival and comfort, goods and services that could be offered for trade) <input type="checkbox"/> explain how and why monetary systems evolved from bartering (e.g., describe the materials and symbolism used for currency in a selected ancient civilization) <input type="checkbox"/> identify key commodities in selected ancient cultures (e.g., wheat, corn, olives, cotton, salmon, cedar) <input type="checkbox"/> map trade routes and describe trade technologies in a selected ancient civilization (e.g., camels, wagons, ships) |
| <p>D2 assess ways technological innovations enabled ancient peoples to</p> <ul style="list-style-type: none"> – adapt to and modify their environments – satisfy their needs – increase exploration and trade – develop their cultures | <ul style="list-style-type: none"> <input type="checkbox"/> compare selected technologies from selected ancient cultures in terms of characteristics such as <ul style="list-style-type: none"> – materials – purpose – impact on society and daily life <input type="checkbox"/> represent or recreate a selected technology from an ancient culture (authentic or compatible with the level of technology) and explain its value <input type="checkbox"/> speculate about the possible impact of a selected modern technology (e.g., MP3 player, skateboard, wristwatch) on an ancient culture <input type="checkbox"/> cite specific examples to explain the contributions of ancient cultures to the evolution of various fields of technology (e.g., astronomy, medicine, paper, sea travel, agriculture, ceramics) |
| <p>D3 compare ancient and modern communications media</p> | <ul style="list-style-type: none"> <input type="checkbox"/> describe the roles of communications media (e.g., to inform, to persuade, to record events) <input type="checkbox"/> list ancient communications technologies (e.g., writing, marketplace, stone tablets, papyrus scrolls, beacons, inuksuit) <input type="checkbox"/> compare selected ancient and modern communications media in terms of <ul style="list-style-type: none"> – speed – longevity/permanence – reach/audience – accessibility |

HUMAN AND PHYSICAL ENVIRONMENT

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>E1 assess how physical environments affected ancient civilizations</p> | <ul style="list-style-type: none"> <input type="checkbox"/> identify the location of ancient civilizations on a world map and relate them to their present-day counterpart countries <input type="checkbox"/> identify key characteristics of physical environments that affected selected ancient cultures, including effects on <ul style="list-style-type: none"> – development and settlement (e.g., proximity to water, fertile land, natural resources, defensibility) – demise/fall of the culture (e.g., earthquakes, tsunamis, volcanic activity, unsustainable human practices) – interactions among cultures (e.g., mountain ranges, oceans, rivers) <input type="checkbox"/> describe how humans adapted to their physical environment in ancient civilizations (e.g., architecture, transportation methods, clothing) <input type="checkbox"/> create maps to show the key physical environmental characteristics of a selected ancient culture |
| <p>E2 identify the impact of human activity on physical environments in ancient civilizations</p> | <ul style="list-style-type: none"> <input type="checkbox"/> list and describe ways in which human activity affected physical environments in ancient civilizations (e.g., irrigation, deforestation in Ionia, over-hunting in Egypt, over-fertilization in Sumeria) <input type="checkbox"/> relate ancient human practices that affected the physical environment to modern counterparts (e.g., over-fishing, dam building, burning forests to create arable land, urbanization, fossil fuel harvesting) |

DAILY PHYSICAL ACTIVITY – GRADE 7

Prescribed Learning Outcomes and Suggested Achievement Indicators

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <ul style="list-style-type: none"> • participate in physical activities for a minimum of 30 minutes during each school day | <ul style="list-style-type: none"> <input type="checkbox"/> participate in daily physical activities <input type="checkbox"/> participate in physical activity in blocks of at least 10 minutes at a time, totalling a minimum of 30 minutes per day |
| <ul style="list-style-type: none"> • participate in a range of endurance activities | <ul style="list-style-type: none"> <input type="checkbox"/> participate in physical activities that help develop their cardiovascular endurance <input type="checkbox"/> participate daily in endurance activities (e.g., brisk walking, swimming, cycling, jogging, soccer, aerobics, dancing, cross-country skiing, relay games, tag games) |
| <ul style="list-style-type: none"> • participate in a range of strength activities | <ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their strength <input type="checkbox"/> participate daily in activities that help to develop the strength of different muscle groups (e.g., rope climbing, push-ups, racquet and ball games, core strength training, skating) |
| <ul style="list-style-type: none"> • participate in a range of flexibility activities | <ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their flexibility <input type="checkbox"/> participate daily in activities that help to develop the flexibility of different parts of the body (e.g., stretches, pilates, dancing) |