



CURRICULUM OUTLINE: TERM 1

GRADE 7: MR. D. CARSON



Language

Oral Communications

Reading

Writing

Media Literacy

Math

Number Sense & Numeration

Patterning and Algebra

Data Management

Measurement

Geometry

Science

Interactions in the Environment

Form and Function

History

New France

British North America

Conflict & Change

Arts

Visual Arts

Music

Drama

Health and Physical Education

Active Living

Movement, Skills, Concepts & Strategies

Healthy Living

Please note that some of the skills presented in term 1 will be continued throughout Term 2. Accommodations may be made in any subject area to enable students to demonstrate their abilities

LANGUAGE : Oral Communication

Expectations	Skills	Tasks	Assessment
<ul style="list-style-type: none">• Listening in order to understand and respond appropriately in a variety of situations for a variety of purposes.• Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.	<ul style="list-style-type: none">• note taking to summarize• asking questions• active listening• analysing arguments• paraphrasing• communicating orally in a clear, coherent manner• using visual aids	<ul style="list-style-type: none">• class and group discussions• group and individual presentations• multimedia presentations	<ul style="list-style-type: none">• class observations• group conferences• self, peer and teacher evaluations.

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LANGUAGE: Reading

Expectations

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they communicate meaning

Skills

- reading a variety of different texts (short stories, textbooks, websites, charts & tables, diagrams, maps)
- activating prior knowledge
- summarizing
- selecting and citing appropriate resources
- supporting interpretations

Tasks

- shared, guided, & independent reading
- reader response questions
- research
- group discussions
- analyse text forms and characteristics of texts

Assessment

- class observations
- group conferences
- checklists
- rubrics
- journals
- self, peer evaluations.

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LANGUAGE: Writing

Expectations

- generate, gather, and organize ideas and information to write for an intended purpose and audience.
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for audience and purpose.

Skills

- using the six + one traits of writing (ideas, organization, word choice, sentence fluency, voice, and presentation)
- identifying elements that need improvement
- making revisions

Tasks

- shared, guided, & independent writing
- creating, and using exemplars
- revision tools and strategies

Assessment

- class observations
- group conferences
- checklists
- rubrics
- portfolios
- self, peer and teacher evaluations.

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LANGUAGE: Media Literacy

Expectations

- demonstrate an understanding of a variety of media texts.
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

Skills

- identifying brand and identity in media works
- interpreting messages
- evaluating media texts
- production perspectives
- producing media texts

Tasks

- review web media and messages
- evaluate the effectiveness of presentations in the media
- point of view (commercial, artistic, documentary, etc.)
- appropriate techniques

Assessment

- class discussion
- group conferences
- checklists
- rubrics
- self, peer and teacher evaluations.

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MATH: Number Sense

Expectations	Skills	Tasks	Assessment
<ul style="list-style-type: none"> • represent, compare and order numbers, including integers. • apply a variety of computational strategies to solve problems involving whole numbers and decimal numbers 	<ul style="list-style-type: none"> • represent, compare, and order decimals to hundredths • generate multiples and factors • represent perfect squares and square roots • explain the relationship between exponential notation and the measurement of area and volume • solve multi-step problems arising from real-life contexts and involving whole numbers and decimals • evaluate expressions that involve whole numbers and decimals, including expressions that contain brackets, using order of operations • identify and compare integers found in real-life contexts 	<ul style="list-style-type: none"> • class lessons, note taking • procedural, and conceptual instruction • journaling • group problem solving • individual practice • class, group discussions (math talk) • using manipulatives 	<ul style="list-style-type: none"> • class observations • chapter tasks • daily work • quizzes, tests

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MATH: Patterning and Algebra

Expectations

- represent linear growing patterns (where the terms are whole numbers) using concrete materials, graphs, and algebraic expressions

Skills

- represent linear growing patterns
- make predictions about linear growing patterns
- develop and represent the general term of a linear growing pattern, using algebraic expressions
- explain the relationship between exponential notation and the measurement of area and volume
- use pattern rules that use the term number to describe the general term
- compare pattern rules that generate a pattern by adding or subtracting a constant, or multiplying or dividing by a constant, to get the next term

Tasks

- class lessons, note taking
- procedural, and conceptual instruction
- journaling
- group problem solving
- individual practice
- peer discussions (math talk)
- using manipulatives

Assessment

- class observations
- chapter tasks
- daily work
- quizzes, tests

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MATH: Data Management

Expectations

- collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including relative frequency tables and circle graphs.
- make and evaluate convincing arguments, based on the analysis of data.

Skills

- conducting a survey or an experiment
- organize data in charts, tables, and graphs
- select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph
- identify bias in data collection methods
- central tendency
- make inferences and convincing arguments that are based on the analysis of charts, tables, and graphs

Tasks

- class lessons, note taking
- procedural, and conceptual instruction
- journaling
- group problem solving
- individual practice
- peer discussions (math talk)
- computer spreadsheets and computer applications

Assessment

- class observations
- chapter tasks
- daily work
- quizzes, tests

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MATH: Measurement

Expectations

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

Skills

- research and report on real-life applications of area measurements
- solve problems that require conversion between metric units of measure/area
- determine the relationship for calculating the area of a trapezoid, and generalize to develop the formula
- solve problems involving the estimation and calculation of the area of a trapezoid
- estimate and calculate the area of two-dimensional shapes by decomposing into shapes with known area relationships

Tasks

- class lessons, note taking
- procedural, and conceptual instruction
- journaling
- group problem solving
- individual practice
- peer discussions (math talk)
- math manipulatives

Assessment

- class observations
- chapter tasks
- daily work
- quizzes, tests

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MATH: Geometry

Expectations	Skills	Tasks	Assessment
<ul style="list-style-type: none"> •construct related lines, and classify triangles, quadrilaterals, and prisms •develop an understanding of similarity, and distinguish similarity and congruence 	<ul style="list-style-type: none"> •construct related lines using angle properties •sort and classify triangles and quadrilaterals •construct angle bisectors and perpendicular bisectors •identify the minimum side and angle information needed to describe a unique triangle •determine relationships among area, perimeter, corresponding side lengths, and corresponding angles of congruent shapes •demonstrate an understanding that enlarging or reducing two-dimensional shapes creates similar shapes •distinguish between and compare similar shapes and congruent shapes, using a variety of tools and strategies 	<ul style="list-style-type: none"> •class lessons, note taking •procedural, and conceptual instruction •journaling •group problem solving •individual practice •peer discussions (math talk) •math manipulatives •Computer software 	<ul style="list-style-type: none"> •class observations •chapter tasks •daily work •quizzes, tests

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SCIENCE: Interactions in the Environment

Expectations	Skills	Tasks	Assessment
<ul style="list-style-type: none"> • assess the impact of human activities and technologies on the environment, and evaluate ways of controlling the impact. • investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem. • demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment. 	<ul style="list-style-type: none"> • research the impact of selected technologies on the environment • analyze the costs of and benefits of selected strategies for protecting the environment. • understand ecosystems are in a constant state of change. Changes may be caused by nature or human intervention • use appropriate science and technology vocabulary • describe the roles and interactions within ecosystems 	<ul style="list-style-type: none"> • group and individual scientific inquiry/research • oral, written, and multimedia communication • reader responses 	<ul style="list-style-type: none"> • checklists • class observations • rubrics • quizzes, tests

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SCIENCE: Form and Function

Expectations	Skills	Tasks	Assessment
<ul style="list-style-type: none">• analyze personal, social, economic and environmental factors that need to be considered in designing and building structures and devices• design and construct a variety of structures, and investigate the relationship between the design and function of these structures and the forces that act on them• demonstrate an understanding of the relationship between structural forms and the forces that act on and within them	<ul style="list-style-type: none">• determine purpose of structures• identify forms and functions of structures• analyze interactions between structures and forces• use appropriate science and technology vocabulary• design and construct models to investigate the effects of various forces on structures	<ul style="list-style-type: none">• group and individual scientific inquiry/research• oral, written, and multimedia communication• reader responses	<ul style="list-style-type: none">• checklists• class observations• rubrics• quizzes, tests

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HISTORY: New France

Expectations

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

Skills

- formulate questions to aid in gathering and clarifying information
- use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land
- analyse, synthesize, and evaluate historical information
- illustrate the historical development of their local community
- prepare and present a biographical sketch of a historical person from the period 1759-1812 (e.g., Laura Secord, Isaac Brock, Tecumseh, Thomas Peters).

Tasks

- construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs

Assessment

- checklists
- class observations
- rubrics
- quizzes, tests

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HISTORY: British North America

Expectations

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

Skills

- formulate questions to aid in gathering and clarifying information
- use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land
- analyse, synthesize, and evaluate historical information
- compare the attractions and drawbacks for French Canadians in choosing life on a farm versus life in the church or in the woods
- analyse and describe conflicting points of view about a historical event

Tasks

- construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs

Assessment

- checklists
- class observations
- rubrics
- quizzes, tests

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HISTORY: Conflict and Change

Expectations

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

Skills

- formulate questions to aid in gathering and clarifying information
- use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land
- analyse, synthesize, and evaluate historical information
- compare the impact of political unrest and change in the Maritimes and in Upper and Lower Canada in the 1820s and 1830s;
- compare and contrast historical conflict resolution strategies with those used today to resolve disputes at home, at school, and in the community.

Tasks

- construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs

Assessment

- checklists
- class observations
- rubrics
- quizzes, tests

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Arts: Visual Arts

Expectations

- apply the creative process to produce art works in a variety of forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.
- apply the critical analysis process to communicate feelings, ideas, and understanding in response to a variety of art works and are experiences.

Skills

- create art works using a variety of traditional forms.
- create art works using current media technologies.
- use a variety of materials, tools, techniques and technologies to determine solutions to complex design challenges.
- explain how the elements and principals of design are used in their own and others' art work to communicate meaning or understanding

Tasks

- animation
- cartoons
- sculpture
- poster design
- photography
- reflection

Assessment

- checklists
- class observations
- rubrics

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Arts: Music

Expectations

- apply the creative process to create and perform music, using the elements and techniques of music.
- communicate their feelings and, ideas, and understanding in response to a variety of music and musical experiences.

Skills

- create musical compositions in a variety of forms for specific purposes and audiences.
- express analytical, personal responses to musical performances in a variety of ways.
- analyse, using musical terminology, ways in which the elements are used in the music that they perform, listen to, and create.

Tasks

- class discussions
- individual and group compositions
- reflect, and analyse popular music
- elements of music

Assessment

- checklists
- class observations
- rubrics

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Arts: Drama

Expectations	Skills	Tasks	Assessment
<ul style="list-style-type: none">• apply the creative process to process drama and development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives• communicate their feelings and, ideas, and understanding in response to a variety of drama works and experiences.	<ul style="list-style-type: none">• engage actively in drama activities• plan and shape the directions of the drama by working with others, both in and out of role• communicate feelings, thoughts and abstract ideas through drama works, using audio, visual, and or technological aids to heighten the dramatic experience.• construct personal interpretations of drama works, connecting drama issues, feelings and experiences.	<ul style="list-style-type: none">• class discussions• individual and group productions.• drama exploration• role play• technical productions and effects	<ul style="list-style-type: none">• checklists• class observations• rubrics

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Health and Physical Education: Active Living

Expectations	Skills	Tasks	Assessment
<ul style="list-style-type: none"> • participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity. • demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy living. • demonstrate responsibility for their own safety and the safety of others as they participate in physical activities. 	<ul style="list-style-type: none"> • actively participate in a wide variety of program activities, according to their capabilities. • understand the factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities. • participate in sustained moderate to vigorous physical activity to the best of their ability. • assess their level of health-related fitness. • demonstrate behaviours and apply procedures that maximize their safety and that of others 	<ul style="list-style-type: none"> • Daily Physical Activity • fitness challenges • personal measure of exertion • Low Organizational Games • Handball • Ultimate Frisbee • Pickle Ball • Wall Ball • Cross Country 	<ul style="list-style-type: none"> • checklists • class observations • self and peer assessments

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Health and Physical Education: Movement/Skill & Strategies

Expectations	Skills	Tasks	Assessment
<ul style="list-style-type: none"> • perform movement skills, demonstrate an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities. • apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities. 	<ul style="list-style-type: none"> • send, receive and retain a variety of objects, while taking into account their position and motion • demonstrate an understanding of the phase of movement and apply this to the refinement of movement skills • demonstrate an understanding of the components of a range of physical activities • apply a variety of tactical solutions to increase chances of success 	<ul style="list-style-type: none"> • throwing/striking techniques • field/court awareness • skill breakdown • game structures • basic rules and structures • fair play and etiquette • Pickle Ball • Wall Ball • Cross Country 	<ul style="list-style-type: none"> • checklists • class observations • self and peer assessments

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Health and Physical Education: Healthy Living

Expectations	Skills	Tasks	Assessment
<ul style="list-style-type: none">• demonstrate an understanding of factors that contribute to healthy development.• demonstrate the ability to apply health knowledge and living skills to make reasoned decisions, and take appropriate actions relating to their personal health and well-being.	<ul style="list-style-type: none">• benefits and dangers of technology• food choices and health problems• bullying, harrassment• Body Image• Substance use	<ul style="list-style-type: none">• class discussion• group, and individual research/ inquiry• oral, written and multimedia communication	<ul style="list-style-type: none">• checklists• class observations• self and peer assessments• rubrics

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