

# The Ontario Curriculum

## Grade 7

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checklist format

compiled by: [The Canadian Homeschooler](#)  
using the 2023 Ontario Curriculum Guidelines



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## Introduction

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

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

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

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

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

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

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject (2023) I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Ministry of Education's website for the most up-to-date information.

Happy learning!



Lisa Marie Fletcher  
The Canadian Homeschooler  
(<http://thecanadianhomeschooler.com>)

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

# Math

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

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

### Number

Section	Specific Expectations
<i>Number Sense</i>	
<p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> <li>- demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life</li> </ul>	<i>Rational Numbers</i>
	<input type="checkbox"/> Represent and compare whole numbers up to and including one billion, including in expanded form using powers of ten, and describe various ways they are used in everyday life
	<input type="checkbox"/> Identify and represent perfect squares, and determine their square roots, in various contexts
	<input type="checkbox"/> Read, represent, compare, and order rational numbers, including positive and negative fractions and decimal numbers to thousandths, in various contexts
	<i>Fractions, Decimals, and Percents</i>
	<input type="checkbox"/> Use equivalent fractions to simplify fractions, when appropriate, in various contexts
	<input type="checkbox"/> Generate fractions and decimal numbers between any two quantities
	<input type="checkbox"/> Round decimal numbers to the nearest tenth, hundredth, or whole number, as applicable, in various contexts
<i>Operations</i>	
<p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> <li>-use knowledge of</li> </ul>	<i>Properties and Relationships</i>
	<input type="checkbox"/> Use the properties and order of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers, fractions, ratios, rates, and percents, including those requiring multiple steps or multiple

numbers and operations to solve mathematical problems encountered in everyday life	operations
	<i>Math Facts</i>
	<input type="checkbox"/> Understand and recall commonly used percents, fractions, and decimal equivalents
	<i>Mental Math</i>
	<input type="checkbox"/> Use mental math strategies to increase and decrease a whole number by 1%, 5%, 10%, 25%, 50%, and 100%, and explain the strategies used
	<i>Addition and Subtraction</i>
	<input type="checkbox"/> Use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of integers
	<input type="checkbox"/> Add and subtract fractions, including by creating equivalent fractions, in various contexts
	<i>Multiplication and Division</i>
	<input type="checkbox"/> Determine the greatest common factor for a variety of whole numbers up to 144 and the lowest common multiple for two and three whole numbers
	<input type="checkbox"/> Evaluate and express repeated multiplication of whole numbers using exponential notation, in various contexts
	<input type="checkbox"/> Multiply and divide fractions by fractions, using tools in various contexts
	<input type="checkbox"/> Multiply and divide decimal numbers by decimal numbers, in various contexts
	<input type="checkbox"/> Identify proportional and non-proportional situations and apply proportional reasoning to solve problems

## Algebra

Section	Specific Expectations
<i>Patterns and Relationships</i>	
By the end of Grade 7, students will:	<input type="checkbox"/> Identify and compare a variety of repeating, growing, and shrinking patterns, including patterns found in real-life contexts, and compare linear growing patterns on the basis of their constant rates and initial values
-identify, describe, extend, create, and make predictions about a variety	<input type="checkbox"/> Create and translate repeating, growing, and shrinking patterns involving whole numbers and decimal numbers using

of patterns, including those found in real-life contexts	various representations, including algebraic expressions and equations for linear growing patterns
	<input type="checkbox"/> Determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating, growing, and shrinking patterns involving whole numbers and decimal numbers, and use algebraic representations of the pattern rules to solve for unknown values in linear growing patterns
	<input type="checkbox"/> Create and describe patterns to illustrate relationships among integers
<i>Equations and Inequalities</i>	
By the end of Grade 7, students will:	<input type="checkbox"/> Add and subtract monomials with a degree of 1 that involve whole numbers, using tools
- demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts	<input type="checkbox"/> Evaluate algebraic expressions that involve whole numbers and decimal numbers
	<input type="checkbox"/> Solve equations that involve multiple terms, whole numbers, and decimal numbers in various contexts, and verify solutions
	<input type="checkbox"/> Solve inequalities that involve multiple terms and whole numbers, and verify and graph the solutions
Coding	
By the end of Grade 7, students will:	<input type="checkbox"/> Solve problems and create computational representations of mathematical situations by writing and executing efficient code, including code that involves events influenced by a defined count and/or sub-program and other control structures
- solve problems and create computational representations of mathematical situations using coding concepts and skills	<input type="checkbox"/> Read and alter existing code, including code that involves events influenced by a defined count and/or sub-program and other control structures, and describe how changes to the code affect the outcomes and the efficiency of the code
<i>Mathematical Modelling</i>	
By the end of Grade 7, students will:	<i>This overall expectation has no specific expectations. Mathematical modelling is an iterative and interconnected process that is applied to various contexts, allowing students to bring in learning from other strands.</i>
-apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations	

## Data

Section	Specific Expectations
<i>Data Literacy</i>	
<p>By the end of Grade 7, students will:</p> <p>- manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life</p>	<input type="checkbox"/> Explain why percentages are used to represent the distribution of a variable for a population or sample in large sets of data, and provide examples
	<input type="checkbox"/> Collect qualitative data and discrete and continuous quantitative data to answer questions of interest, and organize the sets of data as appropriate, including using percentages
	<input type="checkbox"/> Select from among a variety of graphs, including circle graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs
	<input type="checkbox"/> Create an infographic about a data set, representing the data in appropriate ways, including in tables and circle graphs, and incorporating any other relevant information that helps to tell a story about the data
	<input type="checkbox"/> Determine the impact of adding or removing data from a data set on a measure of central tendency, and describe how these changes alter the shape and distribution of the data
	<input type="checkbox"/> Analyse different sets of data presented in various ways, including in circle graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions
<i>Probability</i>	
<p>By the end of Grade 7, students will:</p> <p>-describe the likelihood that events will happen, and use that information to make predictions</p>	<input type="checkbox"/> Describe the difference between independent and dependent events, and explain how their probabilities differ, providing examples
	<input type="checkbox"/> Determine and compare the theoretical and experimental probabilities of two independent events happening and of two dependent events happening

## Spatial Sense

Section	Specific Expectations
<i>Geometric and Spatial Reasoning</i>	
<p>By the end of Grade 7, students will:</p> <p>-describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them</p>	<i>Geometric Reasoning</i>
	<input type="checkbox"/> Describe and classify cylinders, pyramids, and prisms according to their geometric properties, including plane and rotational symmetry
	<input type="checkbox"/> Draw top, front, and side views, as well as perspective views, of objects and physical spaces, using appropriate scales
	<i>Location and Movement</i>
	<input type="checkbox"/> Perform dilations and describe the similarity between the image and the original shape  <input type="checkbox"/> Describe and perform translations, reflections, and rotations on a Cartesian plane, and predict the results of these transformations
<i>Measurement</i>	
<p>By the end of Grade 7, students will:</p> <p>- compare, estimate, and determine measurements in various contexts</p>	<i>The Metric System</i>
	<input type="checkbox"/> Describe the differences and similarities between volume and capacity, and apply the relationship between millilitres (mL) and cubic centimetres (cm <sup>3</sup> ) to solve problems
	<input type="checkbox"/> Solve problems involving perimeter, area, and volume that require converting from one metric unit of measurement to another
	<i>Circles</i>
	<input type="checkbox"/> Use the relationships between the radius, diameter, and circumference of a circle to explain the formula for finding the circumference and to solve related problems
	<input type="checkbox"/> Construct circles when given the radius, diameter, or circumference
	<input type="checkbox"/> Show the relationships between the radius, diameter, and area of a circle, and use these relationships to explain the formula for measuring the area of a circle and to solve related problems
	<i>Volume and Surface Area</i>
	<input type="checkbox"/> Represent cylinders as nets and determine their surface area by adding the areas of their parts



	<ul style="list-style-type: none"> <li>□ Show that the volume of a prism or cylinder can be determined by multiplying the area of its base by its height, and apply this relationship to find the area of the base, volume, and height of prisms and cylinders when given two of the three measurements</li> </ul>
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## Financial Literacy

Section	Specific Expectations
<i>Money and Finances</i>	
<p>By the end of Grade 7, students will:</p> <p>- demonstrate the knowledge and skills needed to make informed financial decisions</p>	<i>Money Concepts</i>
	<ul style="list-style-type: none"> <li>□ Identify and compare exchange rates, and convert foreign currencies to Canadian dollars and vice versa</li> </ul>
	<i>Financial Management</i>
	<ul style="list-style-type: none"> <li>□ Identify and describe various reliable sources of information that can help with planning for and reaching a financial goal</li> </ul>
	<ul style="list-style-type: none"> <li>□ Create, track, and adjust sample budgets designed to meet longer-term financial goals for various scenarios</li> </ul>
	<ul style="list-style-type: none"> <li>□ Identify various societal and personal factors that may influence financial decision making, and describe the effects that each might have</li> </ul>
	<i>Consumer and Civic Awareness</i>
	<ul style="list-style-type: none"> <li>□ Explain how interest rates can impact savings, investments, and the cost of borrowing to pay for goods and services over time</li> <li>□ Compare interest rates and fees for different accounts and loans offered by various financial institutions, and determine the best option for different scenarios</li> </ul>

## Language Arts

### A: Literacy Connections and Applications

Section	Specific Expectations
<i>A1. Transferable Skills</i>	
<p>By the end of Grade 7, students will:</p> <p>-demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts</p>	<ul style="list-style-type: none"> <li>□ analyze and explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms</li> <li>□ evaluate and explain how transferable skills help them to express their voice, be engaged in their learning, and implement a plan to develop their capabilities and potential</li> </ul>
<i>A2. Digital Media Literacy</i>	
<p>By the end of Grade 7, students will:</p> <p>demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media</p>	<ul style="list-style-type: none"> <li>□ evaluate and explain their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities</li> <li>□ demonstrate an understanding of how to navigate online environments safely, manage their privacy, and interact in a way that supports their well-being and that of others, including seeking appropriate permission</li> <li>□ conduct research, considering accuracy, credibility, and perspectives, with a focus on misinformation, disinformation, and curated information, to construct knowledge, create texts, and demonstrate learning, while respecting legal and ethical considerations</li> </ul>

	<input type="checkbox"/> evaluate the use of the various forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts
	<input type="checkbox"/> demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended and unintended audience, and the purpose for production
	<input type="checkbox"/> select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing and proposing innovative solutions
	<input type="checkbox"/> communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate and model cultural awareness with members of the community
<i>A3. Applications, Connections, and Contributions</i>	
<p>By the end of Grade 7, students will:</p> <p>- apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations</p>	<input type="checkbox"/> analyze and explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication
	<input type="checkbox"/> demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring and analyzing the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts
	<input type="checkbox"/> identify themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

## B. Foundations of Language

Section	Specific Expectations
<i>B1. Oral &amp; Non-Verbal Communication</i>	
By the end of Grade 7, students will:  apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	<input type="checkbox"/> analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes
	<input type="checkbox"/> select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context
	<input type="checkbox"/> identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently
	<input type="checkbox"/> identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and analyze the ways in which these strategies support understanding or communication, including how their use may vary across cultures
	<input type="checkbox"/> use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types, cohesive sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension
<i>B2. Language Foundations for Reading and Writing</i>	
By the end of Grade 7, students will:  - demonstrate an understanding of foundational language knowledge and skills, and apply this	<input type="checkbox"/> use generalized knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity
	<input type="checkbox"/> demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context

understanding when reading and writing	<ul style="list-style-type: none"> <li>□ read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading</li> </ul>
<i>B3. Language Conventions for Reading and Writing</i>	
By the end of Grade 7, students will:	<ul style="list-style-type: none"> <li>□ use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas</li> </ul>
demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts	<ul style="list-style-type: none"> <li>□ demonstrate an understanding of the functions of parts of speech in sentences, including indirect objects and predicate nouns, predicate adjectives, participles, and adverbial phrases, and use this knowledge to support comprehension and communicate meaning clearly</li> </ul>
	<ul style="list-style-type: none"> <li>□ use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of colons to introduce a quotation after a complete sentence, semicolons to separate two independent clauses, commas to set off conjunctive adverbs, and ellipses or dashes to indicate an omission, a pause, or a break</li> </ul>

### C. Comprehension: Understanding and Responding to Texts

Section	Specific Expectations
<i>C1. Knowledge About Texts</i>	
By the end of Grade 7, students will:	<ul style="list-style-type: none"> <li>□ read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</li> </ul>
-apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the	<ul style="list-style-type: none"> <li>□ analyze a variety of text forms and genres, including cultural text forms, and explain how their characteristics help communicate meaning</li> </ul>
	<ul style="list-style-type: none"> <li>□ analyze text patterns, such as problem-solution in a report, and text features, such as subheadings and pull-down menus, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning</li> </ul>

patterns, features, and elements of style associated with various text forms and genres	<input type="checkbox"/> explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts
	<input type="checkbox"/> identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre
	<input type="checkbox"/> identify the narrator's point of view, including first, second, or third person, in a variety of texts, providing evidence, and explain how using an alternative point of view would change each story
	<input type="checkbox"/> read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences
<i>C2. Comprehension Strategies</i>	
<p>By the end of Grade 7, students will:</p> <p>- apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts</p>	<input type="checkbox"/> identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts
	<input type="checkbox"/> identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes
	<input type="checkbox"/> make predictions using background knowledge and textual information, pose questions to check whether their predictions were correct, and, if not, adjust their understanding
	<input type="checkbox"/> select suitable strategies, such as visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts and solve comprehension problems
	<input type="checkbox"/> explain how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them
	<input type="checkbox"/> summarize and record the main idea and supporting details in various texts, and draw well-supported conclusions
	<input type="checkbox"/> explain how strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts, and set goals to improve their comprehension

<i>C3. Critical Thinking in Literacy</i>	
<p>By the end of Grade 7, students will:</p> <p>-apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts</p>	<input type="checkbox"/> Describe literary devices, including foreshadowing, allegory, and symbolism, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience
	<input type="checkbox"/> Make local and global inferences, using explicit and implicit evidence, to develop interpretations about various texts and to extend their understanding
	<input type="checkbox"/> analyze complex texts, including literary and informational texts, by evaluating, <b>synthesizing</b> , and sequencing relevant information and formulating conclusions
	<input type="checkbox"/> Analyze cultural elements that are represented in various texts, including values, rituals and ceremonies, architecture, art, and dance, by investigating the meanings of these elements, making connections to their lived experience and culture, and sharing their interpretations with others
	<input type="checkbox"/> explain explicit and implicit perspectives communicated in various texts, including narrative texts, provide any evidence that could suggest bias in these perspectives, and suggest ways to avoid any such bias
	<input type="checkbox"/> explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, analyze the insights or messages conveyed, and identify different positions presented
	<input type="checkbox"/> explain how texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations are influenced by historical periods, cultural experiences, and events, and how they relate to current lived experiences
	<input type="checkbox"/> identify the critical thinking skills they used to analyze and evaluate various texts, and explain how these skills have helped them better understand the texts

## D. Composition: Expressing Ideas and Creating Texts

Section	Specific Expectations
<i>D1. Developing Ideas and Organizing Content</i>	
By the end of Grade 7, students will:  -plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics	<input type="checkbox"/> identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning
	<input type="checkbox"/> generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences
	<input type="checkbox"/> gather information and content relevant to a topic, using multiple textual sources; summarize the information; verify the reliability of sources; and record the creator and source of all content created by others
	<input type="checkbox"/> classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium
	<input type="checkbox"/> explain and compare how the strategies and tools used helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and how they helped them improve as a text creator
<i>D2. Creating Texts</i>	
By the end of Grade 7, students will:  - apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and/or strategies, and reflect critically on created text	<input type="checkbox"/> draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies
	<input type="checkbox"/> write in cursive fluently, with a personal style, and apply word-processing skills with some fluency, automaticity, and proficiency to improve the accuracy and effect of texts
	<input type="checkbox"/> establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre



	<input type="checkbox"/> identify the point of view, perspectives, and bias conveyed in their texts, and explain how their message might be interpreted by audiences with different perspectives
	<input type="checkbox"/> make revisions to the content, elements of style, patterns, and features of draft texts, and add and delete sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback
	<input type="checkbox"/> edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers
<i>D3. Publishing, Presenting, and Reflecting</i>	
<p>By the end of Grade 7, students will:</p> <p>- select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics</p>	<input type="checkbox"/> produce final texts, selecting a variety of suitable techniques and tools, including digital design and production tools, to achieve the intended effect
	<input type="checkbox"/> publish and present texts they have created, using selected media and tools, and analyze how their choices helped them communicate their intended message
	<input type="checkbox"/> compare how various strategies and tools helped them communicate their intended message when publishing and presenting texts, and suggest future steps for improvement as a text creator

## Science & Technology

### STEM Skills and Connections : Overall Expectations

Section	Specific Expectations
<i>STEM Investigation and Communication Skills</i>	
<p>By the end of Grade 7, students will:</p> <p>- use a scientific research process, a scientific experimentation process, and an engineering design process to conduct investigations, following appropriate health and safety procedures</p>	<input type="checkbox"/> Use a scientific research process and associated skills to conduct investigations
	<input type="checkbox"/> Use a scientific experimentation process and associated skills to conduct investigations
	<input type="checkbox"/> Use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems
	<input type="checkbox"/> Follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials
	<input type="checkbox"/> Communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes
<i>Coding and Emerging Technologies</i>	
<p>By the end of Grade 7, students will:</p> <p>use coding in investigations and to model concepts, and assess the impact of coding and of emerging technologies on everyday life and in STEM-related fields</p>	<input type="checkbox"/> Write and execute code in investigations and when modelling concepts, with a focus on planning and designing programs
	<input type="checkbox"/> Identify and describe impacts of coding and of emerging technologies, such as artificial intelligence systems, on everyday life, including skilled trades
<i>Applications, Connections, and Contributions</i>	
<p>By the end of Grade 7, students will:</p> <p>demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived</p>	<input type="checkbox"/> Describe practical applications of science and technology concepts in various occupations, including skilled trades, and how these applications address real-world problems
	<input type="checkbox"/> Investigate how science and technology can be used with other subject areas to address real-world problems
	<input type="checkbox"/> Analyse contributions to science and technology from various communities

experiences	
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## **Life Systems: Interactions in the Environment**

<b>Section</b>	<b>Specific Expectations</b>
<i>Relating Science and Technology to Our Changing World</i>	
By the end of Grade 7, students will: -assess the impact of human activities and technologies on the environment, and analyse ways to mitigate negative impacts and contribute to environmental sustainability	<input type="checkbox"/> Assess the impact of various technologies on the environment
	<input type="checkbox"/> Assess the effectiveness of various ways of mitigating the negative and enhancing the positive impact of human activities on the environment
	<input type="checkbox"/> Analyse how diverse First Nations, Métis, and Inuit practices and perspectives contribute to environmental sustainability
<i>Exploring and Understanding Concepts</i>	
By the end of Grade 7, students will:  - demonstrate an understanding of interactions between and among biotic and abiotic components in the environment	<input type="checkbox"/> Explain that an ecosystem is a network of interactions among living organisms and their environment
	<input type="checkbox"/> Identify biotic and abiotic components in an ecosystem, and describe the interactions between them
	<input type="checkbox"/> Describe roles and relationships between producers, consumers, and decomposers within an ecosystem
	<input type="checkbox"/> Describe the transfer of energy in a food chain, and explain the effects of altering any part of the chain
	<input type="checkbox"/> Describe how matter is cycled within the environment, and explain how the cycling of matter promotes sustainability
	<input type="checkbox"/> Explain the differences between primary succession and secondary succession in ecosystems
	<input type="checkbox"/> Explain how biotic and abiotic factors limit the number of organisms an ecosystem can sustain
	<input type="checkbox"/> Describe how different approaches to agriculture and to harvesting food from the natural environment can impact an ecosystem, and identify strategies that can be used to maintain and/or restore balance to ecosystems

## Matter and Energy: Pure Substances and Mixtures

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
By the end of Grade 7, students will: -evaluate the environmental and social impacts of the use and disposal of various pure substances and mixtures	<input type="checkbox"/> Analyse the social and environment impacts of the use and disposal of pure substances found in technological devices, considering local and global perspectives
	<input type="checkbox"/> Assess environmental and social impacts of different industrial methods used to separate mixtures
<b>Exploring and Understanding Concepts</b>	
By the end of Grade 7, students will:  - demonstrate an understanding of the nature of matter, including the properties of pure substances and mixtures, and describe these properties using particle theory	<input type="checkbox"/> Demonstrate an understanding of the particle theory of matter
	<input type="checkbox"/> Use particle theory to distinguish between pure substances and mixtures
	<input type="checkbox"/> Distinguish between homogenous and heterogenous mixtures
	<input type="checkbox"/> Use the particle theory to describe how different factors affect the solubility of a substance and the rate at which it dissolves
	<input type="checkbox"/> Describe the concentration of a saturated solution in both qualitative and quantitative terms, and differentiate between saturated and unsaturated solutions
	<input type="checkbox"/> Explain why water is referred to as the universal solvent
	<input type="checkbox"/> Explain various processes used to separate mixtures, including solutions, into their components, and identify some applications of these processes
	<input type="checkbox"/> Describe pure substances as elements and compounds consisting of atoms and combinations of atoms

## Structures and Mechanisms: Form, Function, and Design of Structures

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
By the end of Grade 7, students will: -analyse personal, social, economic, and environmental factors that should be considered in designing and building structures	<input type="checkbox"/> Evaluate environmental, social, and economic factors that should be considered when designing and building structures to meet specific needs for individuals and communities
	<input type="checkbox"/> Evaluate the impact of the ergonomic design of various tools, objects, and work spaces on a user's health, safety, and ability to work efficiently, and use this information to describe changes that could be made in their own spaces and activities
<i>Exploring and Understanding Concepts</i>	
By the end of Grade 7, students will:  - demonstrate an understanding of the relationship between structural forms and the forces that act on them	<input type="checkbox"/> Classify structures as solid structures, frame structures, or shell structures
	<input type="checkbox"/> Describe ways in which the centre of gravity of a structure affects the structure's stability
	<input type="checkbox"/> Identify the magnitude, direction, point of application, and plane of application of the forces applied to a structure
	<input type="checkbox"/> Describe the role of symmetry in structures, and identify instances of symmetry in various structures
	<input type="checkbox"/> Describe factors that can cause a structure to fail
	<input type="checkbox"/> Identify the factors that determine the suitability of materials for use in manufacturing a product or constructing a structure
	<input type="checkbox"/> Describe methods engineers and other professionals use to assess, improve, and maintain the safety of structures

## Earth and Space Systems: Heat in the Environment

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
By the end of Grade 7, students will: -assess the benefits of technologies that reduce heat loss, and analyse various social and environmental impacts of the use of energy from renewable and non-renewable sources	<input type="checkbox"/> Assess the social and environmental benefits of technologies that reduce heat loss in enclosed spaces or heat transfer to surrounding spaces
	<input type="checkbox"/> Analyse various social, economic, and environmental impacts, including impacts related to climate change, of using non-renewable and renewable sources of energy
<i>Exploring and Understanding Concepts</i>	
By the end of Grade 7, students will:  - demonstrate an understanding of heat as a form of energy that is associated with the movement of particles and is essential to many processes within the earth's systems	<input type="checkbox"/> Use particle theory to explain how heat affects the motion of particles in a solid, a liquid, and a gas
	<input type="checkbox"/> Demonstrate an understanding of various ways in which heat is generated
	<input type="checkbox"/> Use particle theory to explain the effects of heat on volume in solids, liquids, and gases, including during changes of states of matter
	<input type="checkbox"/> Explain how heat is transmitted through conduction, and describe natural processes that are affected by conduction
	<input type="checkbox"/> Explain how heat is transmitted in liquids and gases through convection, and describe natural processes that depend on convection
	<input type="checkbox"/> Explain how heat is transmitted through radiation, and describe the effects of radiation from the Sun on different kinds of surfaces
	<input type="checkbox"/> Describe the role of radiation in heating and cooling Earth, and explain how greenhouse gases affect the transmission of radiated heat through the atmosphere
	<input type="checkbox"/> Identify common sources of greenhouse gases, including sources resulting from human activity, and describe how humans can reduce emissions of these gases

# History

## New France and British North America , 1713–1800

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

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



## Canada, 1800-1850: Conflict and Challenges

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

	<input type="checkbox"/> Evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, or issues that affected Canada and/or people in Canada during this period
	<input type="checkbox"/> Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences
<i>Understanding Historical Context: Events and Their Consequence</i>	
<p>By the end of Grade 7, students will:</p> <p>- describe various significant people, events, and developments, including treaties between Indigenous nations and imperial powers, in Canada between 1800 and 1850, and explain their impact</p>	<input type="checkbox"/> Identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850, and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities
	<input type="checkbox"/> Identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada
	<input type="checkbox"/> Identify key political and legal changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities
	<input type="checkbox"/> Identify key social and economic changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities
	<input type="checkbox"/> Describe interactions between different groups and communities in Canada during this period
	<input type="checkbox"/> Identify some significant individuals and groups in Canada during this period, and explain their contribution to Canadian heritage and/or identities

## Geography

### Physical Patterns in a Changing World

Section	Specific Expectations
<i>Application: : Interrelationships between People and the Physical Environment</i>	
<p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> <li>- analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them</li> </ul>	<input type="checkbox"/> Describe various ways in which people have responded to challenges and opportunities presented by the physical environment , and analyse short- and long-term effects of some of these responses
	<input type="checkbox"/> Compare and contrast the perspectives of some different groups on the challenges and opportunities presented by the natural environment
	<input type="checkbox"/> Assess the physical environment in various locations around the world to determine which environment or environments have the greatest impact on people
	<input type="checkbox"/> Assess ways in which different peoples living in similar physical environments have responded to challenges and opportunities presented by these environments, and assess the sustainability of these responses
<i>Inquiry: Investigating Physical Features and Processes</i>	
<p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> <li>- use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic</li> </ul>	<input type="checkbox"/> Formulate questions to guide investigations into the impact of natural events and/or human activities that change the physical environment , ensuring that their questions reflect a geographic perspective
	<input type="checkbox"/> Gather and organize data and information from a variety of sources, and using various technologies, on the impact of natural events and/or human activities that change the physical environment, ensuring that their sources reflect more than one perspective
	<input type="checkbox"/> Analyse and construct maps as part of their investigations into the impact of natural events and/or human activities that

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

## Natural Resources Around the World: Use and Sustainability

Section	Specific Expectations
<i>Application: Natural Resources and Sustainability</i>	
By the end of Grade 7, students will: - analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources	<input type="checkbox"/> Analyse interrelationships between the location/accessibility, mode of extraction/harvesting, and use of various natural resources
	<input type="checkbox"/> Analyse natural resource extraction/harvesting and use in some specific regions of the world including the sustainability of these practices
	<input type="checkbox"/> Assess the efforts of some groups, agencies, and/or organizations in helping to preserve natural resources
	<input type="checkbox"/> Create a personal plan of action outlining how they can contribute to more sustainable natural resource extraction/harvesting and/or use
<i>Inquiry: Investigating Issues Related to Natural Resources</i>	
By the end of Grade 7, students will:  - use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective	<input type="checkbox"/> Formulate questions to guide investigations into issues related to the impact of the extraction/ harvesting and/or use of natural resources around the world from a geographic perspective
	<input type="checkbox"/> Gather and organize data and information from a variety of sources on the impact of resource extraction/harvesting and/or use, ensuring that their sources reflect more than one perspective
	<input type="checkbox"/> Analyse and construct maps as part of their investigations, with a particular focus on exploring the spatial boundaries of and, where applicable, patterns relating to their topics
	<input type="checkbox"/> Interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies

	<input type="checkbox"/> Evaluate evidence and draw conclusions about issues related to the impact of natural resource extraction/harvesting and/or use around the world
	<input type="checkbox"/> Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences
<p><i>Understanding Geographic Context: Using Natural Resources</i></p>	
<p>By the end of Grade 7, students will:</p> <p>- demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources</p>	<input type="checkbox"/> Identify Earth’s renewable, non-renewable, and flow resources, and explain their relationship to Earth’s physical features
	<input type="checkbox"/> Describe ways in which people use the natural environment, including specific elements within it, to meet their needs and wants
	<input type="checkbox"/> Identify significant short- and long-term effects of natural resource extraction/harvesting and use on people and the environment
	<input type="checkbox"/> Describe the perspectives of different groups regarding the use of the natural environment to meet human needs
	<input type="checkbox"/> Describe some responses to social and/or environmental challenges arising from the use of natural resources
	<input type="checkbox"/> Demonstrate the ability to extract information from, analyse, and construct GIS maps relating to natural resources around the world

## The Arts

### Dance

#### Fundamental Concepts for Grade 7

##### Elements of Dance

- *body*: body awareness, use of body parts, body shapes, locomotor and non-locomotor movements, body bases, symmetry versus asymmetry, geometric versus organic shape, angular versus curved shape, isolation of body parts, weight transfer
- *space*: levels, pathways, directions, positive versus negative space, proximity of dancers to one another, various group formations, performance space
- *time*: pause, freeze, with music, without music, duration, rhythm, tempo, acceleration/deceleration
- *energy*: effort, force, quality, inaction versus action, percussion, fluidity
- *relationship*: dancers to objects, opposition, groupings, meet/part, follow/lead, emotional connections between dancers, groupings

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 7, students will: -apply the creative process to the composition of short dance pieces, using the elements of dance to communicate feelings and ideas	<input type="checkbox"/> Create dance pieces to represent or respond to specific rhythms and pieces of music
	<input type="checkbox"/> Use dance as a language to communicate ideas from their own writing or media works
	<input type="checkbox"/> Use theme and variations in a variety of ways when creating dance pieces
	<input type="checkbox"/> Use the elements of dance and choreographic forms to communicate a variety of themes or moods
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 7, students will:	<input type="checkbox"/> Construct personal interpretations of the messages in their own and others' dance pieces, including messages about issues relevant to their

- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences	community and/or the world and communicate their responses in a variety of ways
	<input type="checkbox"/> Analyse, using dance vocabulary, their own and others' dance pieces to identify the elements of dance and the choreographic forms used in them and explain how they help communicate meaning
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as choreographers and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 7, students will: -demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and/or historical contexts	<input type="checkbox"/> Describe the evolution of dance and performance as different groups of people have responded to external factors such as migration, a new environment, and/or contact with other groups or cultures
	<input type="checkbox"/> Identify ways in which dance and its depictions in the media may influence a person's character development and sense of identity

## Drama

### Fundamental Concepts in Grade 7

#### Elements of Drama

- *role/character*: considering motivations of historical and fictional characters; considering various facets of multidimensional characters; revealing character through the use of props and movement/blocking; maintaining commitment to role
- *relationships*: developing and analysing multidimensional relationships in the drama
- *time and place*: improvising with/adapting available materials to establish setting; using blocking and stage areas in planning and performance
- *tension*: using sound, lighting, technology, and stage effects to heighten tension; using foreshadowing to create suspense
- *focus and emphasis*: using a range of devices and effects to highlight specific aspects of the performance for the audience

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 7, students will:  -apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives	<input type="checkbox"/> Engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities
	<input type="checkbox"/> Demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects
	<input type="checkbox"/> Plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives
	<input type="checkbox"/> Communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to heighten the dramatic experience
<i>Reflecting, Responding, and Analysing</i>	



By the end of Grade 7, students will: -apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences	<input type="checkbox"/> Construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences
	<input type="checkbox"/> Analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences
	<input type="checkbox"/> Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 7, students will: - demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and/or historical contexts	<input type="checkbox"/> Compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places
	<input type="checkbox"/> Identify and describe several ways in which drama and theatre contribute to contemporary social, economic, and cultural life

## Music

### Fundamental Concepts for Grade 7

#### Elements of Music

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

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 7, students will:  -apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music	<input type="checkbox"/> Sing and/or play, in tune, from musical notation, unison music and music in two or more parts from diverse cultures, styles, and historical periods
	<input type="checkbox"/> Apply the elements of music when singing and/or playing, composing, and arranging music to create specific effects and clear purposes
	<input type="checkbox"/> Create musical compositions for specific purpose and audience
	<input type="checkbox"/> Use the tools and techniques of musicianship in musical performances
	<input type="checkbox"/> Demonstrate an understanding of standard and other types of musical notation through performance and composition
<i>Reflecting, Responding, and Analysing</i>	

By the end of Grade 7, students will: - apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences	<input type="checkbox"/> Express analytical, personal responses to musical performances in a variety of ways
	<input type="checkbox"/> Analyse, using musical terminology, ways in which the elements are used in the music that they perform, listen to, and create
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 7, students will: -demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts	<input type="checkbox"/> Analyse the influences of music and the media on the development of personal and cultural identity
	<input type="checkbox"/> Analyse some historical, cultural, and technological influences on style, genre, and innovation in music

## Visual Arts

### Fundamental Concepts for Grade 7

#### Elements of Design

- *line*: lines for expressive purposes; diagonal and converging lines to create depth of space; repetition of lines to create visual rhythm
- *shape and form*: various shapes and forms, symbols, icons, logos, radial balance
- *space*: use of blue or complementary colours in shadows and shading to create depth; one- and two-point perspective; open-form sculpture versus closed-form sculpture; installations
- *colour*: analogous colours; transparent colour created with watercolour or tissue paper decoupage
- *texture*: textures created with a variety of tools, materials, and techniques
- *value*: shading

#### Principles of Design

- *unity and harmony*: radial balance; similarity; continuity; alignment; proximity

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 7, students will:  -apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that	<input type="checkbox"/> Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view
	<input type="checkbox"/> Demonstrate an understanding of composition, using multiple principles of design and the “rule of thirds” to create narrative art works or art works on a theme or topic
	<input type="checkbox"/> Use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose

communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies	<input type="checkbox"/> Use a variety of materials, tools, and techniques to respond to design challenges: <ul style="list-style-type: none"> <li><input type="checkbox"/> drawing</li> <li><input type="checkbox"/> mixed media</li> <li><input type="checkbox"/> painting</li> <li><input type="checkbox"/> printmaking</li> <li><input type="checkbox"/> sculpture</li> <li><input type="checkbox"/> technology</li> </ul>
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 7, students will: - apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of art works and art experiences	<input type="checkbox"/> Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey
	<input type="checkbox"/> Explain how the elements and principles of design are used to communicate meaning or understanding
	<input type="checkbox"/> Demonstrate an understanding of how to read and interpret signs, symbols, and style in works of art
	<input type="checkbox"/> Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 7, students will: -demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts	<input type="checkbox"/> Identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of cultures and civilizations
	<input type="checkbox"/> Demonstrate an understanding of the function of visual and media arts in various contexts today and in the past, and of their influence on the development of personal and cultural identity

## Health & Physical Education

### Social-Emotional Learning Skills

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

	<b>Healthy Relationships</b> <ul style="list-style-type: none"> <li>□ Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity</li> </ul>
	<b>Self-Awareness and Sense of Identity</b> <ul style="list-style-type: none"> <li>□ Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support</li> </ul>
	<b>Critical and Creative Thinking</b> <ul style="list-style-type: none"> <li>□ Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making</li> </ul>

## Active Living

Section	Specific Expectations
<i>Active Participation</i>	
By the end of Grade 7, students will:  -participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;	□ Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program
	□ Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments
	□ Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day
<i>Physical Fitness</i>	
By the end of Grade 7, students will:  - demonstrate an understanding of the importance of being	□ Daily Physical Activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of 20 minutes each day
	□ Identify factors that can affect health-related fitness can be applied to develop fitness

physically active, and apply physical fitness concepts and practices that contribute to healthy, active living	<input type="checkbox"/> Assess their level of health-related fitness during various physical activities and monitor changes in fitness levels over time
	<input type="checkbox"/> Develop, implement, and revise a personal plan to meet short-term, health-related fitness goals
<i>Safety</i>	
By the end of Grade 7, students will: -demonstrate responsibility for their own safety and the safety of others as they participate in physical activities	<input type="checkbox"/> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity in a variety of physical activity settings
	<input type="checkbox"/> Demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors

### **Movement Competence: Skills, Concepts, and Strategies**

Section	Specific Expectations
<i>Movement Skills and Concepts</i>	
By the end of Grade 7, students will:  - perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities	<input type="checkbox"/> Perform smooth transfers of weight and rotations, in relation to others and equipment in a variety of situations involving static and dynamic balance
	<input type="checkbox"/> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli
	<input type="checkbox"/> Send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement
	<input type="checkbox"/> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities
<i>Movement Strategies</i>	
By the end of Grade 7, students will:	<input type="checkbox"/> Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they

- 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	participate in a variety of physical activities in indoor and outdoor environments
	<input type="checkbox"/> Describe and compare different categories of physical activities and describe strategies that they found effective while participating in a variety of physical activities in different categories
	<input type="checkbox"/> Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities

## Healthy Living

Section	Specific Expectations
<i>Understanding Health Concepts</i>	
<p>By the end of Grade 7, students will:</p> <p>-demonstrate an understanding of factors that contribute to healthy development</p>	<b>Personal Safety and Injury Prevention</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies, and identify protective responses</li> </ul>
	<b>Substance Use, Addictions, and Related Behaviours</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate an understanding of linkages between mental health problems and problematic substance use, as well as between brain development and cannabis use, and identify school and community resources that can provide support for mental health concerns relating to substance use, addictions, and related behaviours</li> </ul>
	<b>Human Development and Sexual Health</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (<i>e.g., choosing to abstain from any genital contact; choosing to abstain from vaginal or anal intercourse;</i></li> </ul>

	<p><i>choosing to abstain from oral-genital contact</i>); the reasons for not engaging in sexual activity; the concept of consent, the legal age of consent, and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in a healthy, loving relationship</p> <ul style="list-style-type: none"> <li>□ Identify common sexually transmitted infections (STIs), and describe their symptoms</li> <li>□ Identify ways of preventing STBBIs and/or unplanned pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms and other forms of protection consistently</li> </ul> <p><b>Mental Health Literacy</b></p> <ul style="list-style-type: none"> <li>□ Demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems</li> </ul>
<p><i>Making Healthy Choices</i></p>	
<p>By the end of Grade 7, students will:</p> <p>- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>□ Demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders</li> </ul> <p><b>Personal Safety and Injury Prevention</b></p> <ul style="list-style-type: none"> <li>□ Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents</li> </ul> <p><b>Substance Use, Addictions, and Related Behaviours</b></p> <ul style="list-style-type: none"> <li>□ Explain how preoccupation with body image can contribute to substance abuse, and demonstrate the ability to make informed choices about caring for their bodies</li> </ul> <p><b>Human Development and Sexual Health</b></p> <ul style="list-style-type: none"> <li>□ Demonstrate an understanding of physical, emotional, social,</li> </ul>



	and cognitive factors that need to be considered when making decisions related to sexual health
<i>Making Connections for Healthy Living</i>	
<p>By the end of Grade 7, students will:</p> <p>-demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being</p>	<b>Healthy Eating</b> <ul style="list-style-type: none"> <li>□ Demonstrate an understanding of personal and external factors that affect people's food choices and eating habits, and identify ways of encouraging healthier eating practices</li> </ul>
	<b>Substance Use, Addictions, and Related Behaviours</b> <ul style="list-style-type: none"> <li>□ Analyse the personal and societal implications of issues related to substance use, addictions, and related behaviours</li> </ul>
	<b>Human Development and Sexual Health</b> <ul style="list-style-type: none"> <li>□ Explain how relationships with others and sexual health may be affected by the physical and emotional changes associated with puberty</li> </ul>

## Core French

### Listening

Section	Specific Expectations
<i>Listening to Understand</i>	
<p>By the end of Grade 7, students will:</p> <p>- determine meaning in a variety of oral French texts, using a range of listening strategies</p>	<ul style="list-style-type: none"> <li>□ Identify a range of listening strategies to suit a variety of situations while participating in social and academic interactions</li> </ul>
	<ul style="list-style-type: none"> <li>□ Respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest</li> </ul>
<i>Listening to Interact</i>	
<p>By the end of Grade 7, students will:</p>	<ul style="list-style-type: none"> <li>□ Identify and use interactive listening strategies to suit the situation while participating in a variety of social and academic interactions about familiar and personally relevant topics</li> </ul>

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

## Speaking

Section	Specific Expectations
<i>Speaking to Communicate</i>	
By the end of Grade 7, students will:  - communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience	<input type="checkbox"/> Identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences
	<input type="checkbox"/> Using familiar words and expressions, produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of immediate personal relevance, with contextual, auditory, and visual support
	<input type="checkbox"/> Speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about personal and familiar topics
<i>Speaking to Interact</i>	

<p>By the end of Grade 7, students will:</p> <p>- participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p>	<input type="checkbox"/> Demonstrate an understanding of appropriate speaking behaviour in a variety of situations
	<input type="checkbox"/> Engage in a variety of guided spoken interactions with their peers and the teacher, using familiar sentence structures and expressions, with teacher modelling and support as appropriate
	<input type="checkbox"/> (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after speaking to communicate effectively; <input type="checkbox"/> (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills

### *Intercultural Understanding*

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

## **Reading**

<b>Section</b>	<b>Specific Expectations</b>
<i>Reading Comprehension</i>	
<p>By the end of Grade 7, students will:</p> <p>- determine meaning in a variety of French texts, using a range of reading comprehension strategies</p>	<input type="checkbox"/> Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modelled, shared, guided, and independent reading contexts
	<input type="checkbox"/> Demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate
	<input type="checkbox"/> Read a variety of texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text
	<input type="checkbox"/> Use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning

	of new, unfamiliar, or recently learned words
<i>Purpose, Form, Style</i>	
<p>By the end of Grade 7, students will:</p> <p>- identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;</p>	<input type="checkbox"/> Identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms
	<input type="checkbox"/> Identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms
	<input type="checkbox"/> (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after reading to understand texts; <input type="checkbox"/> (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills
<i>Intercultural Understanding</i>	
<p>By the end of Grade 7, students will:</p> <p>- demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations &amp; communities.</p>	<input type="checkbox"/> Using information from a variety of French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities
	<input type="checkbox"/> Identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities

## Writing

Section	Specific Expectations
<i>Purpose, Audience, and Form</i>	
<p>By the end of Grade 7, students will:</p> <p>- write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for this level</p>	<input type="checkbox"/> Determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create
	<input type="checkbox"/> Write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form
	<input type="checkbox"/> Communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation

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

## French Immersion

### Listening

Section	Specific Expectations
<i>Listening to Understand</i>	
<p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> <li>- determine meaning in a variety of oral French texts, using appropriate</li> </ul>	<input type="checkbox"/> Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand explicit and implicit messages in a variety of oral French texts, including increasingly complex texts
	<input type="checkbox"/> Understanding Purposes for Listening: demonstrate an

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

conventions used in a variety of situations and communities	
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## Speaking

Section	Specific Expectations
<i>Speaking to Communicate</i>	
<p>By the end of Grade 7, students will:</p> <p>- communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience</p>	<p>□ Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences</p>
	<p>□ Producing Oral Communications: produce planned, rehearsed, and spontaneous messages in French containing information and ideas about academic topics and matters of personal interest, with contextual, auditory, and visual support</p>
	<p>□ Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and spontaneous communications about a variety of academic and personally relevant topics, using familiar words and expressions</p>
	<p>□ Creating Media Texts: create a variety of increasingly complex oral media texts using forms, conventions, and techniques appropriate to the purpose and audience</p>
<i>Speaking to Interact</i>	
<p>By the end of Grade 7, students will:</p> <p>- participate in spoken interactions in French for a variety of purposes</p>	<p>□ Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations</p>
	<p>□ Interacting: engage in rehearsed and spontaneous spoken interactions, in social and academic contexts, about academic and personally relevant topics</p>

with diverse audiences	<ul style="list-style-type: none"> <li>□ Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills</li> </ul>
<i>Intercultural Understanding</i>	
<p>By the end of Grade 7, students will:</p> <p>- in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations</p>	<ul style="list-style-type: none"> <li>□ Intercultural Awareness: communicate information orally about French-speaking communities in the Americas outside Canada, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities</li> <li>□ Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in spoken interactions</li> </ul>

## Reading

Section	Specific Expectations
<i>Reading Comprehension</i>	
By the end of Grade 7, students will:	<ul style="list-style-type: none"> <li>□ Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately</li> </ul>



- determine meaning in a variety of French texts, using a range of reading comprehension strategies	before, during, and after reading to understand a variety of French texts, with support as appropriate
	<input type="checkbox"/> Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with support as appropriate
	<input type="checkbox"/> Reading with Fluency: read a variety of French texts containing increasingly complex vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues
	<input type="checkbox"/> Developing Vocabulary: identify and use a range of different strategies to expand vocabulary through reading
	<input type="checkbox"/> Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of media texts about familiar, academic, and personally relevant topics, with teacher support as appropriate
<i>Purpose, Form, Style</i>	
By the end of Grade 7, students will:	<input type="checkbox"/> Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms
-identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms	<input type="checkbox"/> Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages, with support and guidance from the teacher
	<input type="checkbox"/> Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills
<i>Intercultural Understanding</i>	
By the end of Grade 7, students will:	<input type="checkbox"/> Intercultural Awareness: using information from a variety of French texts, identify French speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and
- demonstrate an	

understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities	their own and other communities
	<input type="checkbox"/> Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities

## Writing

Section	Specific Expectations
<i>Purpose, Audience, and Form</i>	
<p>By the end of Grade 7, students will:</p> <p>- write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively</p>	<input type="checkbox"/> Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create
	<input type="checkbox"/> Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, following models appropriate to the purpose and applying their knowledge of the basic structural and stylistic elements of each form
	<input type="checkbox"/> Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources
	<input type="checkbox"/> Using Stylistic Elements: use word choice, stylistic elements, and conventions of text to establish a personal voice and a clear point of view
	<input type="checkbox"/> Creating Media Texts: using words and expressions suited to the context, create a variety of media texts in French for specific purposes and audiences, using a range of media forms and the conventions and techniques appropriate to the chosen form
	<input type="checkbox"/> Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation
<i>The Writing Process</i>	

<p>By the end of Grade 7, students will:</p> <p>- use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively</p>	<ul style="list-style-type: none"> <li>□ Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate</li> <li>□ Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a range of strategies</li> <li>□ Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate</li> <li>□ Metacognition: (a) identify, in conversation with the teacher and their peers, several strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills</li> </ul>
<p><i>Intercultural Understanding</i></p>	
<p>By the end of Grade 7, students will:</p> <p>- in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations</p>	<ul style="list-style-type: none"> <li>□ Intercultural Awareness: in their written work, communicate information about French speaking communities in the Americas outside Canada, including aspects of their culture and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities</li> <li>□ Awareness of Sociolinguistic Conventions: identify conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in their written work</li> </ul>