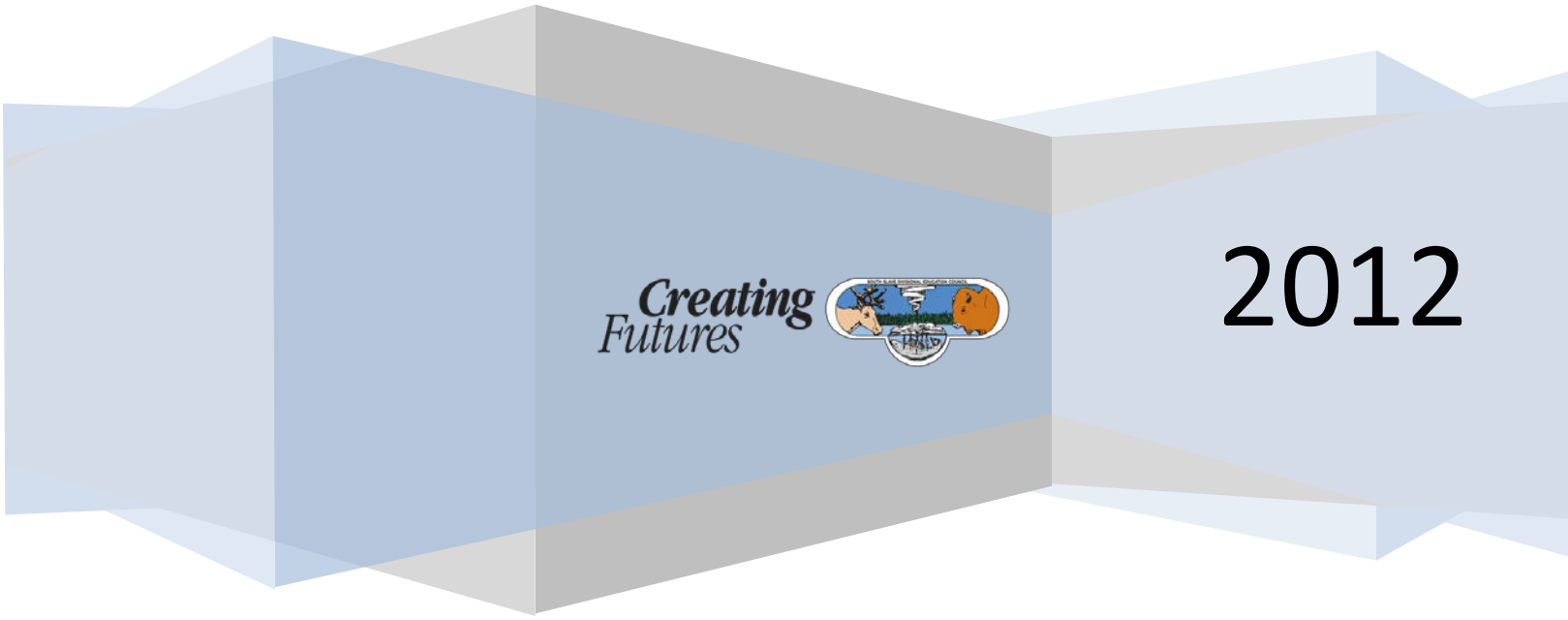
South Slave Divisional Education Council

ALL GRADE 7

CURRICULUM PACKAGE

February 2012



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INTRODUCTION

This document contains grade level learning outcomes and suggested achievement indicators for Grade 7students. The SSDEC Curriculum Grade Level Packages for K-9 are available at www.ssdec.nt.ca.

The Grade 7 Curriculum Package is not intended to replace the complete versions of the approved NWT Curriculum. Please be advised that educators will serve their students best by engaging with full curriculum for each discipline as these provide the philosophy behind its development as well as valuable tools for delivery of concepts.

DENE KEDE

DENE KEDE, the culture-based curriculum of the NWT, serves as the heart of the NWT Curriculum. DENE KEDE was developed under the guidance of Dene elders and shares, through its teachings, the knowledge, skills, and values of the Dene. These cultural understandings serve as the underpinnings for all learning in all content areas and it is expected that the teachings and knowledge contained within DENE KEDE shall be woven into all lessons. In this manner our students will become more capable, more successful and better able to *walk in two worlds.*

Required Areas of Study

- English Language Arts
- Mathematics
- Science
- Social Studies
- Health
- Physical Education
- Arts: Dance, Drama, Music and Visual Art

Additional information can be found at http://www.ece.gov.nt.ca/ under the Kindergarten to grade 12 link, which will take you to the tab called, Curriculum Services.

How to Use This Document

Suggested uses for this document might include, supporting:

- *Multi-graded classrooms*
- *Student Support Plans*
- *Students' understanding of where specific learning outcomes become more sophisticated and challenging*
- *Parents' understanding of where their student may currently be in their learning and what they are ready for next*

ACKNOWLEDGMENTS

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DENE KEDE GRADE 7

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
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Passage to Womanhood

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Major Cultural Understanding: With the onset of menstruation, girls were often put through special "rites of passage".	
Describe/discuss the rites of passage for girls and what they consisted of	• Once menstruation began for a girl, she would be separated from others, especially from men and boys. • Most Dene tribes practiced rites of passage where, once the girl began her menstruation, she would be set out in a shelter to live alone in the bush, away from her family. • The time spent away from others varied from a few weeks to a few months. • During this time, the girl was given challenges. The challenges, which were different from tribe to tribe, included meagre food and water, the tying of fingers together and being left alone for long periods of time to survive on her own.
Major Cultural Understanding: In times past, the Dene believed that young people gained spiritual power as they became adolescents.	
Provide ways in which spirituality was experienced by adolescents	• Adolescent girls and boys were seen to be ready to receive spiritual powers and were prepared for that. • Girls who had begun menstruating were seen to have powers that could negatively affect the power of men, especially their hunting activities. • During adolescence, boys often experienced dreams which gave them an understanding of their own personal medicine powers. • During adolescence, girls could also receive messages about their medicine powers. • Though it was at this age that people began having spiritual experiences, not all young people were able to have them. It was believed that special powers were given only to those who were especially good.
Major Cultural Understanding: The purpose of the rites of passage was to make it known to the girl and the community that the girl had come into the age of womanhood.	
Identify and discuss the purpose of the rites	• During this time, the girl would receive counselling and training from her mother, aunts and women Elders. • She would be told about how to care for her things and how to behave around others, now that she had the special powers that came to women who were menstruating. There were rules such as keeping your things organized and together, not walking over the legs of men or their hunting equipment, and not talking to men. • The challenges were meant to develop and test her stamina, strength, courage, resourcefulness and other character traits needed to be an adult woman, upon whom others could depend. • She learned the homemaking and caretaking skills which were considered crucial to the well-being of families.

Passage to Womanhood

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Identify and discuss the purpose of the rites (continued)	• It was believed that how a young person dealt with this time was an indication of how he or she would be in the future. This was the time when young men and women acquired new characters. • For this reason, the young women were strictly controlled and carefully scrutinized, not only during their time alone, but also when they returned to their families and until they were wed.
Major Cultural Understanding: Adolescence was a time of intense training for adulthood.	
Clarify and discuss the kind of training that the young women would receive	• Preparing hides for various uses • Sewing functional hide clothing that was warm, long-lasting and beautiful • Preparing food - butchering, cleaning, drying, cooking meat and fish, and gathering edible roots and berries • Packing loads and travelling, finding their way on the land and setting camp • Caring for young children • Hunting and snaring small game
Major Cultural Understanding: The basic traditional Dene methods and values of dealing with adolescents can be useful in preparing young girls to become women, even today.	
Explain how and why rites of passage can be a useful experience to young women today	• Rites of passage provide a time to learn about and reflect on what it means to be a woman: o Experiencing bodily changes o Dealing with feelings of fear and inadequacy o Developing attitudes of courage, patience, humility and determination o Developing a new role and learning new responsibilities o Becoming aware of her choices as she develops. • Having the attention and guidance of caring adult women during this time can help young women to deal with issues concerning their development. • The rites can be an opportunity for girls to focus on how their bodies and roles are changing. They are away from other people and distractions of the community.
Major Cultural Understanding: To know and understand about past ways and to experience them, even in a small way, helps one to feel a part of one's culture.	
Explain how these experiences will create a sense of identity for a woman	• To actually experience something that was experienced by our Dene women ancestors may help one to accept the value of the way things were done in the past. • Such an experience may help young girls to understand the feelings of the Elders. • Knowing about one's culture and understanding it enables young people to choose the things they feel are important to carry on with as Dene.

DENE KEDE GRADE 7

Fish Camp

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Major Cultural Understanding: Fishing locations *Note: Teachers should research and provide information specific to the fish camps used by the community.*	
Learn the specific information regarding fishing locations.	• Fish species that are caught in the area • Seasonal uses of fishing areas by community • Familiarity with maps and finding popular fishing sites • Distance from the community • Route landmarks and Dene names • Lakes, rivers, creeks and spiritual sites along the way • Dangerous areas by season • Historical land use information
Major Cultural Understanding: Fishing knowledge and skills	
Describe locations of various species and skills needed for successful fishing of these	• Life cycles, including spawning habits • Where fish tend to be found; different times of the day & seasons • How best to catch fish, based on knowledge of their habits • Fishing techniques: net with and without a canoe, rod, • Poling, fish dam
Major Cultural Understanding: Required equipment and supplies	
Identify and describe what is needed for equipment and supplies	• Fishing equipment • Camping equipment • Supplies and personal effects
Major Cultural Understanding: Canoe maintenance and handling	
Describe/demonstrate good canoe maintenance and handling	• Mixing gas • Starting an outboard • Dealing with flooding and spark plugs • Maneuvering in a storm • Dealing with overturned canoes • Using life vests • Maneuvering while net setting • Landing a canoe
Major Cultural Understanding: Handling fish	
Describe and demonstrate proper handling of fish	• Removing from a net • Cleaning and preparing • Making drying racks • Making dryfish and split fish • Making fish caches or stages in the fall
Major Cultural Understanding: Camping skills and attitudes	
Identify and demonstrate correct camping and skills and attitudes	• Tent location: near wood and water • Spruce bough floor • Campfire: location, finding wood and starting fire quickly • Cooking and washing facilities • Bed rolls and personal hygiene areas • Movement within the tent • Rules for eating • Doing chores and doing one's share • Finding ways to be helpful

DENE KEDE GRADE 7

Fish Camp

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Major Cultural Understanding: Dene laws and spirituality	
Explain the Dene laws and their relationship to fishing	• The need to listen to and obey instructors and Elders • Honouring the water, land and fire • Handling fish and equipment with respect • Sharing with the comnnu1ity
Major Cultural Understanding :Land safety and survival	
Demonstrate and explain land safety and its relationship to survival	• Caring for dangerous or hazardous items: guns, fuel, axes, etc. • Water safety • Starting a fire in the rain • First aid for burns, cuts and broken bones • Bear hazards • Appropriate dress • Buddy system • Distress calls • Staying in one place when lost • Temporary shelters • Using smoke for repellent • Drinking water safety: boiling and moving water • Direction and orientation • Fishing with wires and hooks
Major Cultural Understanding: Economic value of fishing	
Identify and discuss the economical value of fishing	• Nutritional value compared to store bought foods • Comparing cost of local fish to imported meats

Oral Tradition

Major Cultural Understanding: The Dene have used the oral tradition as a way of passing knowledge from one generation to the next

Note: Teachers should research and provide information specific to the fish camps used by the community.

Describe ways that illustrate that the oral tradition is about communication and culture	• Without a body of knowledge, there is no culture. Knowledge must be passed from generation to generation in order for a culture to continue. • In the oral tradition, knowledge is passed from person to person orally, rather than in written form. • The knowledge that is passed down can include information, facts, wisdom, beliefs, customs and moral teachings. • Elders were usually the ones to pass on the oral knowledge. Therefore they became known as the teachers of the Dene culture. • Knowledge was often presented in the form of stories and legends. • The oral tradition requires very good listening and memory skills.

DENE KEDE GRADE 7

Oral Tradition

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Major Cultural Understanding: The oral tradition has enabled the Dene culture to continue.	
Describe how the Dene oral tradition has many cultural purposes	• It is used to teach skills and knowledge concerning survival. • It is a way of teaching morals, beliefs and customs. • It can be used to counsel & guide individuals in their life decisions. • It is a form of entertainment. • It is a way to pay tribute to the Creator, the land or to certain individuals.
Major Cultural Understanding: Legends are the most important part of the Dene oral tradition	
Identify the reasons that make legends so important to the Dene	• They are very old stories which have come down from the first people. • With some variations, they are basically the same story told generation after generation. They are what generations of Dene have in common and what hinds them together. • They contain Dene historical information. • They provide gentle moral guidance. • They are rich with Dene beliefs, explanations about life and customs. • They are a good source of entertainment. • They are rich in language.
Major Cultural Understanding: There are Dene customs that are followed when learning from an Elder.	
Describe how the Dene customs and learning from an Elder are related	• Stories from Elders are given in exchange for a gift. Local customs vary and should be followed. • In the presence of Elders, good listening skills are essential. • In the presence of Elders, respectful behaviour is required. • Local customs vary and should be followed.
Major Cultural Understanding: The youth of today have a crucial role to play in preserving the oral knowledge of the Dene.	
Express how the role that must be played by the youth of today, is crucial to preserve the oral Dene knowledge	• They must develop good listening and memory skills so they can pass on the knowledge of the Dene. • They must spend time on the land and with Elders in order to hear and understand their words.
My People, My Identity **Major Cultural Understanding: The Dene are a family made up of First Nations tribes in the Mackenzie Valley who have similar languages, cultures, histories and perspectives on life.** *Note: Teachers should research and provide information specific to the fish camps used by the community.*	
Identify the tribes belonging to the Dene family	• Chipewyan • Dogrib • Gwich'in • North Slavey • South Slavey
Describe ways in which the Dene groups are a family	• They share similar beliefs, values and a basic perspective on life. • They all speak variations of the Athapaskan language. • They were the first people to inhabit and live in the Mackenzie valley and delta. • They all had similar patterns of life and land use (see resource 2).

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My People, My Identity

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Major Cultural Understanding: As a Dene, I must know my family identity.	
Clarify why I must know my family identity	• I will know who I am related to so I can have a place to belong and will know how I fit into a larger family. • It will allow me to know my tribal and band identity(s).
Major Cultural Understanding: The Dene tribe to which I belong has its own distinct language, culture and history.	
Describe ways that my tribe is distinct	• We have our own territory and trails for hunting. • Our distinct territory causes us to have our own patterns of life and land use (see Resources 2 to 6). • We have our own dialect and sub-dialects of the Athapaskan language. • Since the time of contact with the non-Dene, we have our own history and resulting effects on our traditional way of life.
Major Cultural Understanding: The relationship between Dene tribes has varied historically	
Identify the different relationships that Dene Tribes had with each other	• Bands of Dene who moved around in order to survive travelled freely into neighbouring tribal territories. There were no marked boundaries, but people were aware of who tended to live in a certain territory. • When bands of people from different tribes would meet each other while travelling the land, initial contact was with some apprehension and caution. Past experiences taught that such contact was not always free of conflict. Often, the bands would exchange gifts (which was seen as trade by Europeans) as a symbol of goodwill. • Bands of people who were considered friendly were treated with feasts, drum dancing and games. • Relationships between some of the tribes were historically filled with conflict in the form of abductions, war parties and violent chance encounters. This was particularly true for a period of time between the Yellowknives (a band of Chipewyan people) and the Dogrib. • Though each tribe negotiates its own land claim, we still feel we are a part of a bigger identity - the nation of Dene people.
Major Cultural Understanding: My Dene identity can be strengthened by learning the history of my people	
Describe ways in which I can strengthen my Dene identity	• Learn what tribes are in the Dene family and what makes them a family • Find out my family, band and tribal identity • Learn the story of my tribe and band • Learn and live the values held by my people • Learn, practice and use the language of my people

DENE KEDE GRADE 7

My People, My Identity

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Major Cultural Understanding: The values of my people remain to guide us in our lives and to provide us with a sense of identity.	
Identify Dene values that can be used to guide our lives and to give us a sense of identity in various contexts	**Values which guide us in the way we interact with one another:** • We value coming together to celebrate our unity or to support one another in troubled times. • We value participating in group efforts which benefit the whole community • We value our birthright - the right to belong to a group by virtue of our birth parents. • We value education through our Elders, learning not simply about the past, but valuing the wisdom of age and experience. • We value caring for and sharing with one another. • We value the right of one another to make our own decisions. • We value the talents and strengths that individuals bring to our people as a whole. • We value the friendships which help to make us complete. **Values which guide us as individuals:** • We value becoming capable and able to support others in need. • We value being humble. • We value being non-interfering and mindful of our own affairs. **Values which guide our relationship with the land:** • We honour and care for the land because it is our spiritual source and because it sustains us. • We value our Dene laws, which were given to help us in our relationship with the land. • We value our time on the land because it is the heart of our culture. • We value the Dene skills and knowledge for living on the land.
Developing Dene Skills **Major Cultural Understanding: Basic Dene skills have enabled the Dene to survive as a people.**	
Describe skills that are basic to the Dene culture	• Enable Dene people to enjoy, support and work with one another • Enable the Dene to live from the land and be healthy in body • Provide strength of spirit
Major Cultural Understanding: Basic Dene skills are valuable for the young Dene of today.	
Identify valuable basic Dene skills and describe in relation to how they help current young Dene people	• Enjoy, use and protect the land • Make a living • Create a healthy family and community • Become healthy in mind, body and spirit • Carry on the culture of the Dene

DENE KEDE GRADE 7

My People, My Identity

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Major Cultural Understanding: Certain attitudes are helpful in learning and developing basic Dene skills	
Describe the attitudes required for development of basic Dene skills are and how they are helpful	• Willingness to take risks and to try something, even though the results may not be perfect • Willingness to persevere at practicing and not become frustrated • Willingness to choose to practice and learn, rather than to engage in self-destructive Or wasteful activities • Attentiveness while listening and watching
Major Cultural Understanding: Talented and capable Dene have found certain techniques useful for learning skills and developing talents. •	
The techniques used by talented and capable Dene include	• Setting small goals for oneself• • Imagining what the finished product will look like • Promising small rewards for oneself along the way as one makes progress • Reminding oneself that perfection only comes with practice • Reminding oneself of why one wants to develop the skill • Finding people with the particular skills you wish to learn (often a parent or a relative) and being attentive at listening and watching them

ELA GRADE 7

GO #1 Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understanding about oral, print, and other media text 1.1.1	• Describes own observations & interpretations, including prior knowledge • Reflects on own observations and interpretations • Listens respectfully and seeks others' points of view • Talks about connections between own and others' observations and interpretations • Uses others' ideas, perspectives, and responses to develop personal thinking and apply understanding in a variety of situations • Extends questions and answers to clarify others' ideas, information, and experiences • Begins to discuss the differences in personal interpretations and understandings with those of others
Explore a variety of genres, authors and artists in oral, print, and other media texts, including those recommended by peers 1.1.2	• ***Chooses*** appropriate texts independently and/or following recommendations • ***Explains*** personal preferences for specific genres, works, and/or authors/artists, using examples • ***Highlights aspects*** of genres and/or forms in discussions with peers
Describe and assess personal language use and revise personal goals to enhance language learning and use 1.1.3	• Considers examples of, and participates in discussions about, the purposeful and effective use of language • Collaboratively develops ***criteria*** used to assess language use • Uses strengths and challenges to ***set goals*** to improve language use
Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings 1.2.1	• Applies current understandings and/or ***conclusions*** to new contexts • Chooses and applies methods of organizing ideas and information that ***clarify main ideas*** • Recognizes that ***understandings*** and/or ***conclusions*** may ***change*** based ***on new information*** • Extends questions and answers to clarify and connect others' ideas, information, and experiences
Summarize and represent personal viewpoints in clear and purposeful ways 1.2.2	• ***Summarizes*** and ***explains*** personal viewpoints with a specific audience in mind • Uses features of oral language, visuals, and/or other media to ***present personal viewpoints***
GO #2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.	
Make and explain connections between previous experiences, prior knowledge, and texts 2.1.1	• ***Integrates*** new ideas and information (developed from the connections between prior knowledge and experiences and texts) into personal understandings • ***Seeks to understand***, through discussion, connections others have identified • ***Explains*** connections developed through exploration of texts
Select and use appropriate comprehension strategies to construct, revise and explain understanding of texts 2.1.2 *keep in mind text and purpose when matching reading comprehension strategies to task, guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones	• Reflects upon and ***explains*** own reading behaviours • Selects and uses thinking and/or comprehension strategies to construct and confirm understanding • Monitors understanding of texts with an appropriate complexity of content and sophistication of style • Explains revised understandings of text based on new information *using texts with an appropriate complexity of content and sophistication of style • Sets a purpose for listening, viewing, or reading to anticipate meaning

ELA GRADE 7

GO #2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Uses ***textual cues*** to construct and confirm meaning 2.1.3	• Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from **narrative** text (add: theme, perspectives) • Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from **expository** text (add: logical organization [persuasive]; sentence patterns) • Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from **poetic** text (add: cadence)
Explain how vocabulary, language structure and context help readers construct meaning of a text 2.1.4	• ***Selects*** and ***uses*** a variety of strategies to construct and confirm meanings of both known and unfamiliar words • ***Identifies*** and ***describes*** text structures, punctuation, and word order used in texts • ***Infers*** author's or creator's purpose, audience, and choice of structure or form, in support of personal interpretations of text
Explore a variety of oral, print, and media texts 2.2.1	• Sets a ***purpose*** for reading, listening to, or viewing oral, print, and other media texts ***from diverse cultures*** • Explores a variety of ***narrative, expository, and poetic*** texts and expresses preferences for particular texts (**Required GR7: novels** longer chapters with few illustrations, featuring action, dialogue, considerable description, varied sentence length, challenging vocabulary; narratives, fantasy, editorials, reviews, interviews, ballads, lyrics, essays)
Respond to texts creatively and critically 2.2.2	• ***Discusses*** personal responses to shared and independent listening, reading, and viewing experiences • ***Responds through creative writing and representation*** to shared and independent listening, reading, and viewing experiences
Identify ***ideas, points of view, and bias*** in texts 2.2.3	• ***Compares*** how groups of people are portrayed in texts • Describes ***bias*** and ***stereotypes*** in texts • Describes ***portrayals*** of various characters, communities and/or cultures in texts • Describes how personal understandings of cultures and communities are ***influenced*** by texts • Identifies how similar ideas and themes are explored in texts from various cultures and communities
Describe ***attributes*** of genres and/or forms 2.3.1	• ***Identifies characteristics*** of a variety of forms and genres (forms and genres may include: fiction [adventure, fantasy]poetry [free verse, rap, lyrics, ballads] expository(narrative non-fiction, text and resource books, reports, functional writing [instructions, social networking sites, letters]) • Discusses the ***strengths*** and ***limits*** of various forms and genres • Discusses ***literature*** in reference to sub-genres (add: free verse, rap, lyrics, ballads, narrative non-fiction...)

ELA GRADE 7

GO #2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Describe how techniques and elements are used in text 2.3.2	• Identifies and describes ***elements*** within ***narrative, expository, and poetic*** texts (add: static/dynamic characters, exposition, conflict, message) • Identifies and describes ***techniques*** used to support ***narrative, expository***, and ***poetic*** texts (add: atmosphere, camera angle)
Identify descriptive and figurative language and stylistic techniques within and across a variety of text 2.3.3	• Identifies and describes how ***word choice*** and ***stylistic*** techniques clarify and enhance meaning • Begins to ***compare*** how authors express ***voice*** in oral, print, and other media texts • ***Identifies*** instances of ***ambiguous*** and/or ***precise*** use of language and suggests meaning based on context
GO #3 Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.	
Identify prior knowledge of, and prior experiences related to, a topic to choose a focus for own and group inquiry 3.1.1	• ***Summarizes*** prior personal and factual knowledge related to a topic of inquiry or research • Identifies ***missing categories*** and information ***gaps*** in knowledge about a topic of inquiry or research • Uses ***self-questioning*** to choose a ***focus*** for inquiry or research • Uses categories, gaps in knowledge, and questions to plan next steps for an inquiry or research topic
Develop relevant questions to establish a purpose for seeking information on a topic in own and group inquiry 3.1.2	• Develops a variety of open-ended questions on an inquiry topic • Asks ***relevant questions*** to deepen and extend thinking throughout the inquiry process
Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry 3.1.3	• Identifies ***purpose*** and ***audience*** for an inquiry • ***Chooses*** appropriate ***strategies*** for collecting and ***recording*** information • Chooses strategies and formats for ***organizing, synthesizing, and sharing*** inquiry information • Creates a ***plan*** to meet a specified time frame for inquiry • Reflects on the plan during and at the end of inquiry
Identify relevant primary and secondary sources to answer inquiry or research questions 3.2.1	• Identifies ***primary*** (experiential and/or firsthand account) and ***secondary*** (text based and/or secondhand account) sources of information relevant to inquiry topic
Use criteria to evaluate usefulness and reliability of sources 3.2.2	• Matches source(s) to the ***focus*** and/or ***purpose*** of inquiry using criteria developed with peers • Determines ***usefulness*** of source(s) using specific criteria developed with peers • Determines ***reliability*** of source(s) using specific criteria developed with peers
Use text features and reference tools to identify relevant information 3.2.3	• ***Uses a variety of text features*** to locate information in oral, print, and other media texts • Uses the ***library's organizational*** system to locate relevant information • Uses the ***computer*** to locate and access information • Accesses information from ***reference materials***
Use strategies to understand and relate information in texts 3.2.4	• Uses ***prior knowledge, connections, predictions, and inferences*** to make sense of and relate information within and across texts • Uses ***textual cues*** and ***organizational patterns*** to preview and construct meaning within and across texts • **Selects** and **summarizes** ***key ideas and details*** from texts related to inquiry topic

ELA GRADE 7

GO #3 Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Organize information and ideas using headings 3.3.1	• Chooses and uses appropriate strategies and format to organize information
Record key ideas and details; cite sources appropriately 3.3.2	• ***Records*** ideas and information from one or more sources using categories with headings • ***Cites*** sources of information
Identify relevance, importance, and gaps in information within and across sources 3.3.3	• Describes information in terms of relevance to inquiry, importance of information, and currency • Identifies ***gaps*** in information • Suggests possible perspectives within sources
Incorporate new information with prior knowledge and identify next steps in inquiry 3.3.4	• Describes how ***new information impacts*** prior knowledge of inquiry topic • ***Synthesizes*** information from a variety of sources to explain new understanding(s) and/or point of view about inquiry Topic • Makes ***reasoned judgments*** related to new understandings supported by evidence • Generates ***goals*** for ***next steps*** in inquiry or research process
GO #4 Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process	
Generate ideas and develop a topic using a variety of strategies 4.1.1	• Identifies ***possible ideas*** from a variety of sources using a variety of strategies • Chooses a ***focus*** from among ideas • ***Relates ideas*** to develop a topic for an oral, print, or other media text
Uses appropriate form and genre to organize ideas and information for a particular audience and purpose 4.1.2	• ***Chooses*** among possible ***forms*** and ***genres*** when preparing to create oral, print or media texts • Identifies possible ***audience***(s) and sets ***purpose*** when preparing to create a variety of texts • Identifies ***organizational structures*** needed to create texts • ***Adapts*** ideas and information, form, and organizational structures for purpose and audience when preparing to create a text
Demonstrates understanding of elements of texts when creating oral, print, and other media texts 4.1.3	• Creates original **narrative** texts, applying familiar narrative forms • Applies understanding of ***elements*** of **narrative** texts when creating texts (add: climax) • Creates original ***expository*** texts, applying familiar expository forms • Applies understanding of ***elements*** of **expository** texts when creating texts. (add: perspectives) • Creates original ***poetic*** texts, applying familiar poetic forms • Applies understanding of poetic texts ***elements*** when creating (add: personification, imagery) • Creates texts using a computer
Use criteria to focus conversations about own and others' texts and representations 4.2.1 *The criteria to guide the focussed conversations is based on Techniques, Elements and/or Content)(Distinction between grades is depth of focussed conversations	• Participates in ***criteria development*** for a variety of accounts • Uses ***criteria*** when suggesting ***revisions*** for own and others' draft texts and representations • Uses ***criteria*** when requesting ***feedback*** for draft texts and representations

ELA GRADE 7

GO #4 Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Revise ideas and organizational structures to meet criteria 4.2.2	• ***Selects*** specific ***aspects*** of text to ***revise*** based on own and others' feedback and criteria • ***Examines*** effect of revisions • ***Compares*** revised text ***to criteria*** and repeats the personal revision process as needed
Develop fluency and proficiency with keyboarding and word processing 4.2.3	• Develops proficiency with keyboarding and word processing when composing, revising, formatting, and publishing texts (add: uploads and downloads text, image, audio and video files; identify and apply safety procedures, including antivirus scans and virus checks, to maintain data integrity) • Develops an expanding repertoire of vocabulary associated with keyboarding and word processing
Experiment with language to create desired effect in oral, print, and other media text 4.2.4	• Chooses and uses ***descriptive and figurative*** language to create effects • Chooses and uses vocabulary to create effects, sometimes taking ***risks*** with new words • Uses a variety of sentence lengths and structures to create effects • Uses a ***voice*** that is individual, expressive, and engaging with an awareness of and respect for intended audience and purpose (add: showing passion for the topic)
Use an editing process to enhance communication 4.3.1	• Uses an editing process, with guidance, to identify grammar and usage problems that impact meaning (add: to eliminate unnecessary repetition) • Discusses the function of parts of speech as they impact meaning within a sentence (same as grade 6)
Apply spelling conventions to texts using a variety of strategies and resources 4.3.2	• Spells most words conventionally so that errors do not interfere with communication • Uses a variety of strategies when spelling unfamiliar words • Uses an editing process to check and correct spelling.
Use an editing process to check for punctuation and capitalization 4.3.3	• ***Capitalizes*** most words conventionally so that errors ***do not interfere*** with communication • Applies rules for ***punctuation*** correctly in most writing so that errors do not interfere with communication • Uses an editing process to check and correct capitalization and punctuation
Present and/or publish texts (oral, print, and media) 4.4.1	• Uses a variety of techniques to ***engage audience*** and ***present*** texts (oral, print, and media) effectively (see previous grades – same) • ***Experiments*** with ***media*** to enhance presentations • ***Evaluates*** the ***effectiveness*** of presentation of texts (oral, print, and media) on audience

ELA GRADE 7

GO #5 Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups 5.1.1	• Follows or modifies pre-established group processes when collaborating with peers to accomplish a task • Selects appropriate roles for small/whole group task(s)
Adjust listening, viewing, speaking behaviours according to the situation 5.1.2	• Speaks, listens and views respectfully and carefully (add: asking clarifying questions, responding to speaker's nonverbal cues) • Adjusts language to fit the context (audience, purpose and situation) • Discusses differences in language use in a variety of school and community contexts
Evaluate group processes and personal contributions according to pre-established criteria (the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections) 5.1.3	• Participates in the development of criteria to evaluate group processes • Assesses the effectiveness of the group process using the set criteria • Reflects on personal behaviours and/or learning style • Reflects on personal behaviours that contribute to group success to set personal and/or group goals • Applies peer and/or group feedback about group process
Compare personal ways of responding and thinking with those of others 5.2.1	• Recognizes differing perspectives of common experiences • Paraphrases ideas and summarizes others' responses • Offers feedback on ways others communicate ideas
Identify and describe barriers to the acceptance or honouring of diversity 5.2.2	• Shows respect of others' talents (strengths), interests, and feelings or ideas to strengthen the community • Expresses and explores own identity through gifts, talents, and strengths, interests, and feelings or ideas • Discusses issues related to, or barriers blocking, the acceptance or honouring of diversity • Suggests issues of diversity beyond the local community
Select and use context-appropriate language and form to celebrate events and accomplishments 5.2.3	• Explains how context influences the selection of appropriate language and form to honour and celebrate others • Selects and uses appropriate language and form to celebrate others, special events or accomplishments • Recognizes the value of own contribution to many communities

MATH GRADE 7

Strand: Number

Develop number sense

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
1. Determine and explain why a number is divisible by 2, 3, 4, 5, 6, 8, 9 or 10, and why a number cannot be divided by 0. (C,R)	• Determine if a given number is divisible by 2, 3, 4, 5, 6, 8, 9 or 10 and explain why. • Sort a given set of numbers based upon their divisibility using organizers, such as Venn and Carroll diagrams. • Determine the factors of a given number using the divisibility rules. • Explain, using an example, why numbers cannot be divided by 0.
2. Demonstrate an understanding of the addition, subtraction, multiplication and division of decimals (for more than 1-digit divisors or 2-digit multipliers, the use of technology is expected) to solve problems. (ME, PS, T)	• Solve a given problem involving the addition of two or more decimal numbers. • Solve a given problem involving the subtraction of decimal numbers. • Solve a given problem involving the multiplication of decimal numbers. • Solve a given problem involving the multiplication or division of decimal numbers with 2-digit multipliers or 1-digit divisors (whole numbers or decimals) without the use of technology. • Solve a given problem involving the multiplication or division of decimal numbers with more than a 2-digit multiplier or 1-digit divisor (whole number or decimal), with the use of technology. • Place the decimal in a sum or difference using front-end estimation, e.g., for 4.5 + 0.73 + 256.458, think 4 + 256, so the sum is greater than 260. • Place the decimal in a product using front-end estimation, e.g., for $12.33 □□ think $12 □□ 2, so the product is greater tha • Place the decimal in a quotient using front-end estimation, e.g., for 51.50 m □ think 50 m □□ 2, so the quotient is appr • Check the reasonableness of solutions using estimation. • Solve a given problem that involves operations on decimals (limited to thousandths) taking into consideration the order of operations.
3. Solve problems involving percents from 1% to 100%. (C,CN,PS,R,T)	• Express a given percent as a decimal or fraction. • Solve a given problem that involves finding a percent. • Determine the answer to a given percent problem where the answer requires rounding and explain why an approximate answer is needed, e.g., total cost including taxes.
4. Demonstrate an understanding of the relationship between positive repeating decimals and positive fractions, and positive terminating decimals and positive fractions. (C, CN, R, T)	• Predict the decimal representation of a given fraction using patterns, e.g., $\frac{1}{11} = 0.\overline{09}, \frac{2}{11} = 0.\overline{18}, \frac{3}{11} = ?...$ • Match a given set of fractions to their decimal representations. • Sort a given set of fractions as repeating or terminating decimals. • Express a given fraction as a terminating or repeating decimal. • Express a given repeating decimal as a fraction. • Express a given terminating decimal as a fraction. • Provide an example where the decimal representation of a fraction is an approximation of its exact value.

MATH GRADE 7

Strand: Number

Develop number sense

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
5. Demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially and symbolically (limited to positive sums and differences). [C, CN, ME, PS, R, V]	• Model addition and subtraction of a given positive fraction or a given mixed number using concrete representations, and record symbolically. • Determine the sum of two given positive fractions or mixed numbers with like denominators. • Determine the difference of two given positive fractions or mixed numbers with like denominators. • Determine a common denominator for a given set of positive fractions or mixed numbers. • Determine the sum of two given positive fractions or mixed numbers with unlike denominators. • Determine the difference of two given positive fractions or mixed numbers with unlike denominators. • Simplify a given positive fraction or mixed number by identifying the common factor between the numerator and denominator. • Simplify the solution to a given problem involving the sum or difference of two positive fractions or mixed numbers. • Solve a given problem involving the addition or subtraction of positive fractions or mixed numbers and determine if the solution is reasonable.
6. Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially and symbolically. [C, CN, PS, R, V]	• Explain, using concrete materials such as integer tiles and diagrams, that the sum of opposite integers is zero. • Illustrate, using a number line, the results of adding or subtracting negative and positive integers, e.g., a move in one direction followed by an equivalent move in the opposite direction results in no net change in position. • Add two given integers using concrete materials or pictorial representations and record the process symbolically. • Subtract two given integers using concrete materials or pictorial representations and record the process symbolically. • Solve a given problem involving the addition and subtraction of integers.
7. Compare and order positive fractions, positive decimals (to thousandths) and whole numbers by using: • Benchmarks • Place value • Equivalent fractions and/or decimals. [CN, R, V]	• Order the numbers of a given set that includes positive fractions, positive decimals and/or whole numbers in ascending or descending order, and verify the result using a variety of strategies. • Identify a number that would be between two given numbers in an ordered sequence or on a number line. • Identify incorrectly placed numbers in an ordered sequence or on a number line. • Position fractions with like and unlike denominators from a given set on a number line and explain strategies used to determine order. • Order the numbers of a given set by placing them on a number line that contains benchmarks, such as 0 and 1 or 0 and 5. • Position a given set of positive fractions, including mixed numbers and improper fractions, on a number line and explain strategies used to determine position.

MATH GRADE 7

Strand: Patterns and Relations (Patterns)

General Outcome: Use patterns to describe the world and solve problems.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
1. Demonstrate an understanding of oral and written patterns and their equivalent linear relations. [C, CN, R]	• Formulate a linear relation to represent the relationship in a given oral or written pattern. • Provide a context for a given linear relation that represents a pattern. • Represent a pattern in the environment using a linear relation.
2. Create a table of values from a linear relation, graph the table of values, and analyze the graph to draw conclusions and solve problems. [C, CN, R, V]	• Create a table of values for a given linear relation by substituting values for the variable. • Create a table of values using a linear relation and graph the table of values (limited to discrete elements). • Sketch the graph from a table of values created for a given linear relation and describe the patterns found in the graph to draw conclusions, e.g., graph the relationship between n and 2n + 3. • Describe the relationship shown on a graph using everyday language in spoken or written form to solve problems. • Match a given set of linear relations to a given set of graphs. • Match a given set of graphs to a given set of linear relations
3. Demonstrate an understanding of preservation of equality by: • Modeling preservation of equality, concretely, pictorially and symbolically • Applying preservation of equality to solve equations. [C, CN, PS, R, V]	• Model the preservation of equality for each of the four operations using concrete materials or using pictorial representations, explain the process orally and record it symbolically. • Solve a given problem by applying preservation of equality.
4. Explain the difference between an expression and an equation. [C, CN]	• Identify and provide an example of a constant term, a numerical coefficient and a variable in an expression and an equation. • Explain what a variable is and how it is used in a given expression. • Provide an example of an expression and an equation, and explain how they are similar and different.
5. Evaluate an expression given the value of the variable(s). [CN, R]	• Substitute a value for an unknown in a given expression and evaluate the expression.
6. Model and solve problems that can be represented by one-step linear equations of the form $x + a = b$, concretely, pictorially and symbolically, where a and b are integers. [CN, PS, R, V]	• Represent a given problem with a linear equation and solve the equation using concrete models, e.g., counters, integer tiles. • Draw a visual representation of the steps required to solve a given linear equation. • Solve a given problem using a linear equation. • Verify the solution to a given linear equation using concrete materials and diagrams. • Substitute a possible solution for the variable in a given linear equation into the original linear equation to verify the equality.

MATH GRADE 7

Strand: Patterns and Relations (Patterns)

General Outcome: Use patterns to describe the world and solve problems.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
7. Model and solve problems that can be represented by linear equations of the form: • $ax + b = c$ • $ax = b$ • $\frac{x}{a} = b$, $a \neq 0$ Concretely, pictorially and symbolically, where a, b and c are whole numbers. [CN, PS, R, V]	• Model a given problem with a linear equation and solve the equation using concrete models, e.g., counters, integer tiles. • Draw a visual representation of the steps used to solve a given linear equation. • Solve a given problem using a linear equation and record the process. • Verify the solution to a given linear equation using concrete materials and diagrams. • Substitute a possible solution for the variable in a given linear equation into the original linear equation to verify the equality.
Strand: Shape and Space (Measurement) General Outcome: Use direct or indirect measurement to solve problems.	
1. Demonstrate an understanding of circles by: • Describing the relationships among radius, • Diameter and circumference of circles • Relating circumference to pi • Determining the sum of the central angles • Constructing circles with a given radius or diameter • Solving problems involving the radii, diameters and circumferences of circles. [C, CN, R, V]	• Illustrate and explain that the diameter is twice the radius in a given circle. • Illustrate and explain that the circumference is approximately three times the diameter in a given circle. • Explain that, for all circles, pi is the ratio of the circumference to the diameter $\left(\frac{C}{d}\right)$, and its value is approximately 3.14. • Explain, using an illustration, that the sum of the central angles of a circle is 360^{o}. • Draw a circle with a given radius or diameter with and without a compass. • Solve a given contextual problem involving circles.
2. Develop and apply a formula for determining the area of: • Triangles • Parallelograms • Circles. [CN, PS, R, V]	• Illustrate and explain how the area of a rectangle can be used to determine the area of a triangle. • Generalize a rule to create a formula for determining the area of triangles. • Illustrate and explain how the area of a rectangle can be used to determine the area of a parallelogram. • Generalize a rule to create a formula for determining the area of parallelograms. • Illustrate and explain how to estimate the area of a circle without the use of a formula. • Apply a formula for determining the area of a given circle. • Solve a given problem involving the area of triangles, parallelograms and/or circles.
3. Perform geometric constructions, including: • Perpendicular line segments • Parallel line segments • Perpendicular bisectors • Angle bisectors. [CN, R, V]	• Describe examples of parallel line segments, perpendicular line segments, perpendicular bisectors and angle bisectors in the environment. • Identify line segments on a given diagram that are parallel or perpendicular. • Draw a line segment perpendicular to another line segment and explain why they are perpendicular. • Draw a line segment parallel to another line segment and explain why they are parallel. • Draw the bisector of a given angle using more than one method and verify that the resulting angles are equal. • Draw the perpendicular bisector of a line segment using more than one method and verify the construction.

MATH GRADE 7

Strand: Shape and Space (Transformations)

General Outcome: Describe and analyze position and motion of objects and shapes

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
4. Identify and plot points in the four quadrants of a Cartesian plane using integral ordered pairs. [C, CN, V]	• Label the axes of a four quadrant Cartesian plane and identify the origin. • Identify the location of a given point in any quadrant of a Cartesian plane using an integral ordered pair. • Plot the point corresponding to a given integral ordered pair on a Cartesian plane with units of 1, 2, 5 or 10 on its axes. • Draw shapes and designs, using given integral ordered pairs, in a Cartesian plane. • Create shapes and designs, and identify the points used to produce the shapes and designs in any quadrant of a Cartesian plane.
5. Perform and describe transformations (translations, rotations or reflections) of a 2-D shape in all four quadrants of a Cartesian plane (limited to integral number vertices). [CN, PS, T, V]	(It is intended that the original shape and its image have vertices with integral coordinates.) • Identify the coordinates of the vertices of a given 2-D shape on a Cartesian plane. • Describe the horizontal and vertical movement required to move from a given point to another point on a Cartesian plane. • Describe the positional change of the vertices of a given 2-D shape to the corresponding vertices of its image as a result of a transformation or successive transformations on a Cartesian plane. • Determine the distance between points along horizontal and vertical lines in a Cartesian plane. • Perform a transformation or consecutive transformations on a given 2-D shape and identify coordinates of the vertices of the image. • Describe the positional change of the vertices of a 2-D shape to the corresponding vertices of its image as a result of a transformation or a combination of successive transformations. • Describe the image resulting from the transformation of a given 2-D shape on a Cartesian plane by identifying the coordinates of the vertices of the image.
Strand: Statistics and Probability (Data Analysis) General Outcome: Collect, display and analyze data to solve problems.	
1. Demonstrate an understanding of central tendency and range by: • Determining the measures of central tendency (mean, median, mode) and range • Determining the most appropriate measures of central tendency to report findings. [C, PS, R, T]	• Determine mean, median and mode for a given set of data, and explain why these values may be the same or different. • Determine the range of given sets of data. • Provide a context in which the mean, median or mode is the most appropriate measure of central tendency to use when reporting findings. • Solve a given problem involving the measures of central tendency.
2. Determine the effect on the mean, median and mode when an outlier is included in a data set. [C, CN, PS, R]	• Analyze a given set of data to identify any outliers. • Explain the effect of outliers on the measures of central tendency for a given data set. • Identify outliers in a given set of data and justify whether or not they are to be included in the reporting of the measures of central tendency. • Provide examples of situations in which outliers would and would not be used in reporting the measures of central tendency.

MATH GRADE 7

Strand: Statistics and Probability (Data Analysis)

General Outcome: Collect, display and analyze data to solve problems.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
3. Construct, label and interpret circle graphs to solve problems. [C, CN, PS, R, T, V]	• Identify common attributes of circle graphs, such as: o Title, label or legend o The sum of the central angles is 360^{o} o The data is reported as a percent of the total and the sum of the percents is equal to 100%. • Create and label a circle graph, with and without technology, to display a given set of data. • Find and compare circle graphs in a variety of print and electronic media, such as newspapers, magazines and the Internet. • Translate percentages displayed in a circle graph into quantities to solve a given problem. • Interpret a given circle graph to answer questions.
Strand: Statistics and Probability (Chance and Understanding) General Outcome: Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.	
4. Express probabilities as ratios, fractions and percents. [C, CN, R, V, T]	• Determine the probability of a given outcome occurring for a given probability experiment, and express it as a ratio, fraction and percent. • Provide an example of an event with a probability of 0 or 0% (impossible) and an event with a probability of 1 or 100% certain).
5. Identify the sample space (where the combined sample space has 36 or fewer elements) for a probability experiment involving two independent events. [C, ME, PS]	• Provide an example of two independent events, such as: o Spinning a four section spinner and an eight-sided die o Tossing a coin and rolling a twelve-sided die o Tossing two coins o Rolling two dice • …and explain why they are independent. • Identify the sample space (all possible outcomes) for each of two independent events using a tree diagram, table or another graphic organizer. • Describe the image resulting from the transformation of a given 2-D shape on a Cartesian plane by identifying the coordinates of the vertices of the image. • Identify the sample space (all possible outcomes) for each of two independent events using a tree diagram, table or another graphic organizer
6. Conduct a probability experiment to compare the theoretical probability (determined using a tree diagram, table or another graphic organizer) and experimental probability of two independent events. [C, PS, R, T]	• Determine the theoretical probability of a given outcome involving two independent events. • Conduct a probability experiment for an outcome involving two independent events, with and without technology, to compare the experimental probability to the theoretical probability. • Solve a given probability problem involving two independent events.

SCIENCE GRADE 7

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SCIENCE GRADE 7

Attitude Outcomes: common to all units

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Interest in Science; *Students will be encouraged to* develop enthusiasm and continuing interest in the study of science.	• Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields.
Mutual Respect: Students will be encouraged to appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds.	• Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds
Scientific Inquiry: Students will be encouraged to develop attitudes that support active inquiry, problem solving and decision making.	• Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues.
Collaboration: Students will be encouraged to develop attitudes that support collaborative activity.	• Work collaboratively in carrying out investigations and in generating and evaluating ideas.
Stewardship: Students will be encouraged to develop responsibility in the application of science and technology in relation to society and the natural environment.	• Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment.
Safety: Students will be encouraged to demonstrate a concern for safety in science and technology contexts	• Show concern for safety in planning, carrying out and reviewing activities
LIFE SYSTEMS: Interactions and Ecosystems (Social and Environmental Emphasis) **Essential Questions:** How do human activities affect ecosystems? What methods can we use to observe and monitor changes in ecosystems, and assess the impacts of our actions?	
Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions	• Illustrate how life-supporting environments meet the needs of living things for nutrients, energy sources, moisture, suitable habitat, and exchange of gases • Describe examples of interaction and interdependency within an ecosystem • Identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that give rise to them • Analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for scientific knowledge that can inform those decisions
Trace and interpret the flow of energy and materials within an ecosystem	• Analyze an ecosystem to identify biotic and abiotic components, and describe interactions among these components • Analyze ecosystems to identify producers, consumers and decomposers; and describe how energy is supplied to and flows through a food web, by: o Describing and giving examples of energy and nutrient storage in plants and animals o Describing how matter is recycled in an ecosystem through interactions among plants, animals, fungi, bacteria and other microorganisms o Interpreting food webs, and predicting the effects of changes to any part of a web • Describe the process of cycling carbon and water through an ecosystem • Identify mechanisms by which pollutants enter and move through the environment, and can become concentrated in some organisms

LIFE SYSTEMS Interactions and Ecosystems (Social and Environmental Emphasis) (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Monitor a local environment, and assess the impacts of environmental factors on the growth, health and reproduction of organisms in that environment	• Investigate a variety of habitats, and describe and interpret distribution patterns of living things found in those habitats • Investigate and interpret evidence of interaction and change • Identify signs of ecological succession in local ecosystems
Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments	• Identify intended and unintended consequences of human activities within local and global environments • Describe and interpret examples of scientific investigations that serve to inform environmental decision making • Illustrate, through examples, the limits of scientific and technological knowledge in making decisions about life-supporting environments • Analyze a local environmental issue or problem based on evidence from a variety of sources, and • Identify possible actions and consequences
Skills Outcomes	
Ask questions about the relationships between and among observable variables, and plan investigations to address those questions	• Identify science-related issues • Identify questions to investigate arising from practical problems and issues • State a prediction and a hypothesis based on background information or an observed pattern of • Select appropriate methods and tools for collecting data and information
Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data	• Research information relevant to a given problem or issue • Select and integrate information from various print and electronic sources or from several parts of the same source • Use tools and apparatus effectively and accurately for collecting data • Estimate measurements
Analyze qualitative and quantitative data, and develop and assess possible explanations	• Identify strengths and weaknesses of different methods of collecting and displaying data (e.g., • Compile and display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables, bar graphs and line graphs • Classify organisms found in a study plot
Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results	• Communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means • Evaluate individual and group processes used in planning, problem solving, decision making and completing a task • Defend a given position on an issue, based on their findings

SCIENCE GRADE 7

Plants for Food and Fibre (Science and Technology Emphasis)

Essential Question: How do we produce useful plant products? What techniques do we use, what knowledge are these techniques based on, and how do we apply these techniques in a sustainable way?

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Investigate plant uses; and identify links among needs, technologies, products and impacts	• Illustrate and explain the essential role of plants within the environment • Describe human uses of plants as sources of food and raw materials, and give examples of other uses • Investigate trends in land use from natural environments (e.g., forests, grasslands) to managed environments (e.g., farms, gardens, greenhouses) and describe changes • Investigate practical problems and issues in maintaining productive plants within sustainable environments, and identify questions for further study
Investigate life processes and structures of plants, and interpret related characteristics and needs of plants in a local environment	• Describe the general structure and functions of seed plants • Investigate and interpret variations in plant structure, and relate these to different ways that plants are adapted to their environment • Investigate and interpret variations in needs of different plants and their tolerance for different growing conditions • Describe the processes of diffusion, osmosis, conduction of fluids, transpiration, photosynthesis and gas exchange in plants • Describe life cycles of seed plants, and identify example methods used to ensure their germination, growth and reproduction
Analyze plant environments, and identify impacts of specific factors and controls	• Describe methods used to increase yields, through modifying the environment and by creating artificial environments • Investigate and describe characteristics of different soils and their major component • Identify practices that may enhance or degrade soils in particular applications • Describe and interpret the consequences of using herbicides, pesticides and biological controls in agriculture and forestry
Identify and interpret relationships among human needs, technologies, environments, and the culture and use of living things as sources of food and fibre	• Investigate and describe the development of plant varieties through selective breeding, and identify related needs and problems • Investigate and identify intended and unintended consequences of environmental management practices • Identify the effects of different practices on the sustainability of agriculture and environmental resources
Skills Outcomes	
Initiating and Planning: Ask questions about the relationships between and among observable variables, and plan investigations to address those questions	• Define practical problems • Identify questions to investigate arising from practical problems and issues • Rephrase questions in a testable form, and clearly define practical problems • State a prediction and a hypothesis based on background information or an observed pattern of events • Formulate operational definitions

Plants for Food and Fibre (Science and Technology Emphasis) - (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Performing and Recording: Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data	• Research information relevant to a given problem • Construct and test a prototype design to achieve a specific purpose • Observe and record data, and create simple line drawings • Estimate measurements
Analyzing and Interpreting: Analyze qualitative and quantitative data, and develop and assess possible explanations	• Identify strengths and weaknesses of different methods of collecting and displaying data (e.g., use and/or construct a classification key) • Compile and display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables, bar graphs and line graphs • Identify new questions and problems that arise from what was learned
Communication and Teamwork: Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results	• Receive, understand and act on the ideas of others • Communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means • Evaluate individual and group processes used in planning, problem solving, decision making and completing a task
Heat and Temperature (Social and Environmental Emphasis) **Essential Question:** What heat-related technologies do we use to meet human needs? Upon what scientific principles are these technologies based? What implications do these technologies have for sustainable use of resources?	
Illustrate and explain how human needs have led to technologies for obtaining and controlling thermal energy and to increased use of energy resources	• Investigate and interpret examples of heat-related technologies and energy use in the past • Trace linkages between human purposes and the development of heat-related materials and technologies • Identify and explain uses of devices and systems to generate, transfer, control or remove thermal energy • Identify examples of personal and societal choices in using energy resources and technology
Describe the nature of thermal energy and its effects on different forms of matter, using informal observations, experimental evidence and models	• Compare heat transmission in different materials • Explain how heat is transmitted by conduction, convection and radiation in solids, liquids and gases • Describe the effect of heat on the motion of particles; and explain changes of state, using the particle model of matter • Distinguish between heat and temperature; and explain temperature, using the concept of kinetic energy and the particle model of matter • Investigate and describe the effects of heating and cooling on the volume of different materials, and identify applications of these effects

Heat and Temperature (Social and Environmental Emphasis)- (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Apply an understanding of heat and temperature in interpreting natural phenomena and technological devices	• Describe ways in which thermal energy is produced naturally • Describe examples of passive and active solar heating, and explain the principles that underlie them • Compare and evaluate materials and designs that maximize or minimize heat energy transfer • Explain the operation of technological devices and systems that respond to temperature change • Describe and interpret the function of household devices and systems for generating, transferring, controlling or removing thermal energy • Investigate and describe practical problems in controlling and using thermal energy
Analyze issues related to the selection and use of thermal technologies, and explain decisions in terms of advantages and disadvantages for sustainability	• Identify and evaluate different sources of heat and the environmental impacts of their use • Compare the energy consumption of alternative technologies for heat production and use, and identify related questions and issues • Identify positive & negative consequences of energy use, & describe examples of energy conservation in home or community
Skills Outcomes	
Initiating and Planning: Ask questions about the relationships between and among observable variables, and plan investigations to address those questions	• Identify science-related issues • Identify questions to investigate arising from a problem or issue • Phrase questions in a testable form; clearly define practical problems • Design an experiment, and control the major variables
Performing and Recording: Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data	• Identify data and information that are relevant to a given problem or issue • Select and integrate information from various print and electronic sources or from several parts of the same source (e.g., describe current solar energy applications in Canada, based on information from a variety of print and electronic sources) • Use instruments effectively and accurately for collecting data and information (e.g., accurately read temperature scales and use a variety of thermometers; demonstrate skill in downloading text, images, and audio and video files on methods of solar heating) • Carry out procedures, controlling the major variables (e.g., show appropriate attention to controls in investigations of the insulative properties of different materials)
Analyzing and Interpreting: Analyze qualitative and quantitative data, and develop and assess possible explanations	• Compile and display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables, bar graphs and line graphs • Identify, and suggest explanations for, discrepancies in data • Identify and evaluate potential applications of findings • Test the design of a constructed device or system

Skills Outcomes (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Communication and Teamwork Students will: Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results	• Communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means • Defend a given position on an issue, based on their findings
Structures and Forces (Science and Technology Emphasis) **Essential Question:** How do structures stand up under load? What forces act on structures, and what materials and design characteristics contribute to structural strength and stability?	
Describe and interpret different types of structures encountered in everyday objects, buildings, plants and animals; and identify materials from which they are made	• Recognize and classify structural forms and materials used in construction • Interpret examples of variation in design of structures that share a common function, and evaluate the effectiveness of the designs • Describe and compare example structures developed by different cultures and at different times; and interpret differences in functions, materials and aesthetics • Describe and interpret natural structures, including the structure of living things and structures created by animals • Identify points of failure and modes of failure in natural and built structures
Investigate and analyze forces within structures, and forces applied to them	• Recognize and use units of force and mass, and identify and measure forces and loads • Identify examples of frictional forces and their use in structures • Identify tension, compression, shearing and bending forces within a structure; and describe how these forces can cause the structure to fail • Analyze a design, and identify properties of materials that are important to individual parts of the structure • Infer how the stability of a model structure will be affected by changes in the distribution of mass within the structure and by changes in the design of its foundation
Investigate and analyze the properties of materials used in structures	• Devise and use methods of testing the strength and flexibility of materials used in a structure • Identify points in a structure where flexible or fixed joints are required, and evaluate the appropriateness of different types of joints for the particular application • Compare structural properties of different materials, including natural materials and synthetics • Investigate and describe the role of different materials found in plant and animal structures
Demonstrate and describe processes used in developing, evaluating and improving structures that will meet human needs with a margin of safety	• Demonstrate and describe methods to increase the strength of materials through changes in design • Identify environmental factors that may affect the stability and safety of a structure, and describe how these factors are taken into account • Analyze and evaluate a technological design or process on the basis of identified criteria, such as costs, benefits, safety and potential impact on the environment

SCIENCE GRADE 7

Structures and Forces (Science and Technology Emphasis) -(Continued)

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Communication and Teamwork Students will: Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results	• Communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means • Defend a given position on an issue, based on their findings
Skills Outcomes	
Initiating and Planning: Ask questions about the relationships between and among observable variables, and plan investigations to address those questions	• Identify practical problems) • Propose alternative solutions to a practical problem, select one, and develop a plan • Select appropriate methods and tools for collecting data to solve problems • Formulate operational definitions of major variables and other aspects of their investigations
Performing and Recording: Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data	• Research information relevant to a given problem • Organize data, using a format that is appropriate to the task or experiment • Carry out procedures, controlling the major variables • Use tools and apparatus safely
Analyzing and Interpreting: Analyze qualitative and quantitative data, and develop and assess possible explanations	• Compile and display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables, bar graphs, line graphs and scatterplots • Identify and evaluate potential applications of findings • Test the design of a constructed device or system • Evaluate designs and prototypes in terms of function, reliability, safety, efficiency, use of materials and impact on the environment • Identify and correct practical problems in the way a prototype or constructed device functions
Communication and Teamwork: Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results	• Communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means • Work cooperatively with team
Planet Earth (Nature of Science Emphasis) **Essential Questions:** What do we know about Earth—about its surface and what lies below? What evidence do we have, and how do we use this evidence in developing an understanding of Earth and its changes?	
Describe and demonstrate methods used in the scientific study of Earth and in observing and interpreting its component materials	• Investigate and interpret evidence that Earth's surface undergoes both gradual and sudden change • Interpret models that show a layered structure for Earth's interior; and describe, in general terms, evidence for such models • Identify and explain the purpose of different tools and techniques used in the study of Earth • Explain the need for common terminology and conventions in describing rocks and minerals, and apply suitable terms and conventions in describing sample materials

Planet Earth (Nature of Science Emphasis) – (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Identify evidence for the rock cycle, and use the rock cycle concept to interpret and explain the characteristics of particular rocks	• Distinguish between rocks and minerals • Describe characteristics of the three main classes of rocks—igneous, sedimentary and metamorphic—and describe evidence of their formation • Describe local rocks and sediments, and interpret ways they may have formed • Investigate and interpret examples of weathering, erosion and sedimentation
Investigate and interpret evidence of major changes in landforms and the rock layers that underlie them	• Investigate and interpret patterns in the structure and distribution of mountain formations • Interpret the structure and development of fold and fault mountains • Describe evidence for crustal movement, and identify and interpret patterns in these movements • Identify and interpret examples of gradual/incremental change, and predict the results of those changes over extended periods of time
Describe, interpret and evaluate evidence from the fossil record	• Describe the nature of different kinds of fossils, and identify hypotheses about their formation • Explain and apply methods used to interpret fossils • Describe patterns in the appearance of different life forms, as indicated by the fossil record • Identify uncertainties in interpreting individual items of fossil evidence; and explain the role of accumulated evidence in developing accepted scientific ideas, theories and explanations
Skills Outcomes	
Initiating and Planning: Ask questions about the relationships between and among observable variables, and plan investigations to address those questions	• Identify questions to investigate • Define and delimit questions to facilitate investigation • State a prediction and a hypothesis based on background information or an observed pattern of events • Formulate operational definitions of major variables and other aspects of their investigations
Performing and Recording: Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data	• Carry out procedures, controlling the major variables • Estimate measurements • Research information relevant to a given question • Select and integrate information from various print and electronic sources or from several parts of the same source • Organize data, using a format that is appropriate to the task or experiment

Skills Outcomes – (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Analyzing and Interpreting: Analyze qualitative and quantitative data, and develop and assess possible explanations	• Use or construct a classification key • Interpret patterns and trends in data, and infer and explain relationships among the variables • Predict the value of a variable, by interpolating or extrapolating from data • Identify and suggest explanations for discrepancies in data • Identify new questions and problems that arise from what was learned
Communication and Teamwork: Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results	• Work cooperatively with team members to develop and carry out a plan, and troubleshoot problems as they arise • Evaluate individual and group processes used in planning, problem solving, decision making and completing a task

SOCIAL STUDIES GRADE 7

Attitudes (embed throughout all units)

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Acquire and develop skills, attitudes, insights, and become competent in processes that lead to thinking, feeling and acting as knowledgeable, purposeful, and responsible citizens in a rapidly changing society	• Demonstrate respect for differences ini cultures, traditions and beliefs • Show a willingness to consider opinions and interpretations different from own • Show a willingness to participate in groups and to accept legitimate group decisions • Demonstrate respect for the rights, needs and concerns of others • Demonstrate an appreciation of own worth • Show and appreciation for the need for cooperation in group work and community life • Display an appreciation for the consequences of peoples' interactions with their physical and social environments • Show a sense of responsible stewardship over the northern environment
Processing Skills (embed throughout all units)	
Develop skills that help one acquire, evaluate and use information and ideas	• Identify and define topics • Differentiate between main and supporting ideas • Acquire information to find answers through listening, observing, reading and utilizing community resources • Seek and work with information from more than one source • Make notes that outline the main and related ideas from reading, listening and observing • Categorize information • Compare information about one topic from two or more sources to see if they are identical, similar, parallel, or inconsistent, unrelated or contradictory • Identify assumptions underlying various positions taken on an issue • Distinguish between well founded and ill founded opinions • Venture predictions based on acquired information • Identify the circumpolar world from different visual perspectives • Draw maps that reflect an understanding of the circumpolar wor;d
Communication Skills (embed throughout all units)	
Develop skills that help one express and present information and ideas	• Convey thoughts, feelings and information in an oral presentation • Read, listen and observe to acquire specific information • Use a retrieval chart to present the main features of two circumpolar nations • Explain circumpolar issues by writing and speaking about them • Write a clear and effective short report • Document sources of information • Present information from maps, demonstrating the use of symbols, location, direction, distance, scale and physical geography
Participation Skills (embed throughout all units)	
Develop skills that help one interact with others	• Work productively and cooperatively with others • Converse with others in a variety of settings, including informal small group and whole class discussions • Present information to others orally

SOCIAL STUDIES GRADE 7

Geography of the Circumpolar World

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Essential Questions: • What is the most important factor that shapes our lives (as people living) in the circumpolar world? • To what extent to the environment (human decisions, the physical geography, climate) impact our lives as Northern Circumpolar people? • How has the environment/climate/geography shaped how we live and work as Northern Circumpolar People?	
Demonstrate knowledge of circumpolar nations surround the north pole and share the Arctic Ocean	• The names and locations of Canada's northern territories, using a globe, or various map projections • Names and locations of the countries bordering the Arctic Ocean
Describe the ways that circumpolar regions have similar, uniquely northern geographical features	• Physical and climatic characteristics of circumpolar regions • Use graphs to show climatic differences in various circumpolar regions • Record weather observations over a period of time and compare the data to that of a southern community • Use maps and other resource materials to find data on the populations, economic resources, climates and physical features of the circumpolar world
Explain that Circumpolar regions are the homelands of many distinct aboriginal societies	• How the environment of the circumpolar regions affects peoples: their lifestyles, occupations, leisure and economic activities
Provide details on circumpolar regions that have similar settlement patterns	• Use two or more sources of information to prepare a report on a circumpolar community • Identify the distribution of populations in the circumpolar world and the names of the main population centers
Compare circumpolar societies that have similar characteristics arising from a common environment	• Compare and contrast aspects of Canada with those of another circumpolar country • Describe the identities of various peoples in the circumpolar world
Describe circumpolar regions according to their rich and varied resource base	• The distribution of major renewable and non-renewable resources in a circumpolar world • The location and nature of major economic activities in northern regions
Changes in the Circumpolar World **Essential Questions:** • What is the most important change that has impacted/influenced the Circumpolar World? • How have political and economic decisions made by Northern People impacted their lives? • To what extent do Northern People make political and economic decisions for themselves?	
Describe how circumpolar regions are changing rapidly in areas of technology, economic activity, social structure and political organization	• Describe ways in which technological, societal, political and economic changes have impacted traditional circumpolar societies
Identify technological change, particularly in the areas of transportation and communication, has had a major impact on societies in circumpolar regions	• Analyze changes that have occurred in a given circumpolar society • Describe technological change, particularly in the areas of transportation and communication, has had a major impact on societies in circumpolar regions

Changes in the Circumpolar World – (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Self determination is a goal of many northern peoples	• Discuss how the economies of circumpolar world have changed in the last half of the 20th century • Identify the main economic problems facing circumpolar peoples
Connections: Canada and the Circumpolar World **Essential Question:** • To what extent does your culture shape your identity? • How does culture and identity shape the relationships and perspectives of circumpolar peoples? • What is the impact of Canada's policy making in terms of relations with other circumpolar nations?	
Describe ways that Canada cooperates with other circumpolar nations through international agreements and alliances	• Identify Canada's connections with other circumpolar nations in the areas of politics (sovereignty, defence, NORAD, NATO), economics (trade in oil and base metals, construction contracts, transportation routes), and culture(AWG) • Discuss/debate if circumpolar peoples should seek to strengthen not merely cultural and economic ties but political ties with one another • Examine what political initiatives have been taken by circumpolar peoples to address the economic, environmental and cultural challenges they face in the modern age. • Prepare a chart with demonstrates linkages among the circumpolar nations
Explain how successful environmental protection on a large scale arises from many personal commitments to a healthy environment	• Environmental problems(ozone depletion, global warming, build up of carbon dioxide in the atmosphere, chemical and radioactive pollutants) • Analyze how the exploitation of natural resources affects the environment. • Develop a class list of sound environmental practices for citizens of the circumpolar world • Prepare and deliver a speech describing personal commitment to environmental well being.
Current Events	
Focus on news stories that deal with circumpolar peoples, events and issues	• Identify and analyze stories about individual attainments • Describe and compare political and military initiatives • Analyze current status of self-government across the circumpolar regions • Review of civics through a focus and assessment of local government stories

HEALTH GRADE 7

Mental and Emotional Well Being

Big Ideas: self awareness and relationships

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Describe the concept of self-concept as being how people feel about themselves	• Define self-concept • Identify the factors that influence self-concept • Identify characteristics of people with good and poor self-concept
Demonstrate an understanding of how positive self-concept is important in daily living	• Identify ways to enhance self-concept • Design a personal program to enhance self-concept • Evaluate the effectiveness of the program
Indentify ways in which effective communication is important in a relationship	• identify skills involved in initiating, maintaining and concluding a conversation • Practice initiating, maintaining and concluding a conversation • Identify what criticism is • Identify constructive and destructive criticism • Identify the results of criticism • Identify ways of giving and receiving criticism • Practise giving and receiving constructive criticism
Growth and Development **Big Ideas: Body systems, disease prevention and physical fitness**	
Explain and discuss how the skin supports and protects the body	• Describe the general characteristics of the skin • Describe the structure of the skin • Describe the functions of the skin • State the importance of the skin • Describe common problem conditions and their causes related to the skin • Describe ways to care for the skin • Demonstrate proper skin care
Describe ways that many health problems in adolescents can be prevented	• Identify common health problems of adolescents • Describe ways to prevent common adolescent health problems
Explain and discuss how physical fitness is essential for optimal health	• Define physical fitness • Identify the components of physical fitness • Describe the benefits of being physically fit • Describe ways in which each fitness component can be developed • Asses their personal physical fitness levels • Describe the structure of a well-planned physical fitness program • Participate in a well planned fitness program
Family Life **Big Ideas: Families, human development and reproduction, teen decisions, sexually transmitted diseases, abuse prevention, lifestyle**	
Identify and explain how families make important decisions about the roles and responsibilities of members	• Identify decisions which are made within the family • Identify family decisions that affect the roles and responsibilities of its members
Describe how reproduction ensures the continuation of new life	• Identify the structure and function of the male and female reproductive system

Family Life – (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Understand and explain how the development of reproductive cells is a normal occurrence in puberty	• Explain the process of menstruation • Identify personal hygiene practices related to menstruation • Explain the process of sperm development • Identify personal hygiene practices related to the male reproductive system
Discuss how a human life begins with the union of an ovum and a sperm	• Explain the processes involved in the development of new life
Analyze and explain that adolescents make important decisions related to their own sexuality	• Explain the reasons for and against sexual involvement by young people • Identify the advantages and disadvantages of sexual abstinence for young adolescents • Explain why sexual abstinence is a responsible choice for young adolescents
Analyze and explain the risks and consequences to maternal and child health related to adolescent pregnancy	• Identify the risks and consequences to maternal and child health related to adolescent pregnancy
Demonstrate how effective use of assertiveness skills can help adolescents deal with sexual pressures	• Demonstrate the steps in the refusal process • Describe assertive responses that allow a person to say 'no' to sexual pressure • Explain how assertiveness skills can help adolescents deal with sexual pressures
Clarify that sexually transmitted diseases are serious communicable diseases and how they can be prevented	• Define sexually transmitted diseases • Identify the causes, characteristics, consequences, treatment and prevention of Chlamydia • Identify the causes, characteristics, consequences, treatment and prevention of gonorrhea
Examine and discuss sexual assault as a criminal offence	• Define sexual assault • Distinguish between fact and fiction on sexual assault • Describe the consequences of assault and sexual assault for the victim and the offender • Identity behaviours that help prevent sexual assault
Assess how positive lifestyle practices promote health	• Identify positive lifestyle practices that promote healthy sexuality and family relationships • Design a personal program to promote healthy sexuality and family relationships • Evaluate the effectiveness of the program
Nutrition **Big Ideas: food classification, food selection, food consumerism, food appreciation**	
Describe how the NWT food guide recommends variations in the number of daily servings based on age, sex, body size, activity level and health	• Identify the recommended numbers of daily servings for different age groups • Identify factors that influence variations in numbers of servings
Explain ways in which family needs and preferences influence the planning and preparation of nutritious meals	• Identify some criteria to use in menu planning for people of different ages • Design a variety of daily menus that reflect the needs of different family members

HEALTH GRADE 7

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Assess and discuss the many factors influence consumer food decisions	• Explain how advertising affects food choices. • Identify various factors that influence food choices of consumers
Demonstrate that food additives are chemicals that are put in food for a variety of reasons and the impact of these for people	• Describe what is meant by a food additive • List some food additives and their function • Explain the advantages and disadvantages of food additives
Demonstrate a willingness to experience foods with few additives promotes food appreciation and health	• Explain and prepare a meal based on the NWT food guide using food items with few additives • Demonstrate a willingness to experience meals with few additives
Dental Health **Big Ideas: Factors affecting dental health, dental disease**	
Identify a variety of dental emergencies which require appropriate first aid treatment	• Describe a variety of dental emergencies and the appropriate first aid treatments
Describe dental health problems of children and youth are treatable and preventable	• Describe common dental health problems of children and youth • Describe causes, characteristics, consequences, treatment and prevention of nursing bottle mouth
Safety and First Aid **Big Ideas: Babysitting, firearm safety, outdoor safety, first aid, lifestyle**	
Describe how babysitting is a serious responsibility and requires knowledge and preparation	• List responsibilities of a babysitter • Give examples of childhood injuries • Identify safety rules to prevent common childhood injuries • Outline how to handle emergencies while babysitting • Demonstrate first aid for spinal injuries
Explain how different ages require different activities and communication	• Identify some age appropriate child care routines and play activities • Identify and demonstrate age appropriate ways of interacting with children
Analyze & explain how the safe handling and storage of firearms and ammunition prevents injuries and death	• Research and report on the new Canadian gun law • Describe the effects of the new gun law on different life styles in the NWT • Identify appropriate uses of firearms • Identify safe storage of firearms and ammunition • Identify behaviour around firearms to prevent injuries and death
Explain how adherence to firearm safety rules and laws is the best method of injury prevention	• Identify safety rules and laws governing firearms • Illustrate firearm safety rules
Describe/demonstrate how first aid can minimize the injuries from burns	• Name four causes of burns • Explain safety rules to follow that prevent injuries • Describe the signs symptoms and possible complications of burns • Demonstrate first aid for burns caused by heat, corrosive chemicals, electricity and radiation
Clarify why poisoning requires immediate first aid to minimize the injuries	• Describe the common causes of poisoning • List the four questions to ask to determine the history of a poisoning emergency • Demonstrate first aid for poisoning

Safety and First Aid – (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Describe why is important to recognize that some allergic reactions can be life threatening and to apply first aid	• Explain what an allergic reaction is • Discuss the different types of allergies and their reactions • Describe the signs and symptoms of allergic reactions • Explain first aid for an allergic reaction
Explain that there are different organizations and professionals who are valuable for personal safety and first aid	• Identify organizations and professionals who train and deliver safety programs on snowmobiles , ATV 's ,boats, on the land survival babysitting, firearms and first aid
Explore and describe positive safety and first aid lifestyle practices save lives and minimize the effects of injuries	• Design a personal safety and first aid program • Evaluate the effectiveness of the program.
Alcohol and Other Drugs **Big Ideas: Drugs, alcohol, cannabis, solvents and well-being**	
Explain that a drug is anything that is put into your body that makes it work differently	• Identify the various methods of taking drugs. • Explain the three types of dosages re: taking drugs
Describe drugs (including alcohol, tobacco and solvents) are prevalent in society today	• Describe the prevalence of drug use in society • Identify the different categories of drugs • Identity why people choose to either use or not use drugs.
Clarify and describe why traditional medicine is a natural method of healing	• Identify how natural medicines were used by people throughout time. • Describe the importance of traditional medicines
Evaluate and explain that there are different types of alcohol with different uses	• Describe why alcohol is a drug • Explain the uses for the different types of alcohol
Describe how alcohol passes through different parts of the body	• Explain how alcohol passes through the body
Explain the many factors which affect the metabolism of alcohol	• Identify the factors which affect the absorption rate of alcohol. • Identify the four stages in the metabolism of alcohol.
Discuss the short and long term effects of drinking alcohol upon the body	• Identify some short term and long term effects of drinking alcohol.
Analyze and describe reasons why some people drink alcohol and some people don't	• Identify the reasons why some people drink alcohol and some people don't • Demonstrate the ability to use the decision-making process, in particular simulated situations which involve the drinking of alcohol.
Describe the ways in which cannabis is a drug that is abused	• Identify cannabis as an illegal drug • Describe how cannabis enters and passes through the body. • Examine their attitudes regarding the use of cannabis
Describe the ways in which solvent abuse has short and long term effects upon the body	• Identify some short term and long term effects of solvent abuse
Analyze and describe ways that peer pressure, role models and assertive skills will influence a person's decision about drug use.	• Explain how peer pressure can influence decisions about drug use • Demonstrate ways of resisting peer pressure with regard to drug use • Describe the importance of role models for youth with regard to decisions about drugs • Identify individuals who are positive role models in their schools, community and country

CAREER DEVELOPMENT GRADE 7

Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	***The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:***
Build and maintain a positive self-image	• Discover how behaviours and attitudes influence the feelings and behaviours of others 1.2.1 • Understand how the environment influences attitudes and behaviours 1.2.3 • Understand the concepts of values and beliefs, and explore their influence on self-image 1.2.4 • Discover the importance of developing a realistic and positive self-image, and the consequences of developing an erroneous one 1.2.5 • Discover how a realistic and positive self-image contributes to self-fullfilment, both personally and professionally 1.2.6 • Describe one's self-image 1.2.7 • Adopt behaviours that reflect a positive attitude about self 1.2.8 • Evaluate the impact of one's self-image on self and others 1.2.9 • Transform behaviours and attitudes in order to improve one's self-image and in turn contribute positively to one's life and work. 1.2.10
Interact positively and effectively with others	• Explore the concepts of dependability and honesty towards others 2.2.2 • Explore interpersonal and group communication skills 2.2.3 • Explore helping skills such as facilitating, problem solving, tutoring and guiding 2.2.5 • Demonstrate respect for the feelings and beliefs of others 2.2.6 • Demonstrate tolerance and flexibility in interpersonal and group situations 2.2.7 • Demonstrate skills, knowledge and attitudes in responding to criticism 2.2.8 • Demonstrate effective social and group membership skills, knowledge and attitudes 2.2.9 • Demonstrate openness to the diversity of cultures, lifestyles, as well as mental and physical abilities 2.2.10 • Demonstrate helping skills such as problem solving, tutoring and guiding 2.2.11 • Demonstrate dependability and honesty towards others 2.2.12 • Acknowledge and appreciate the similarities and differences among people 2.2.14 • Re-examine one's respect, tolerance, flexibility, openness, dependability and honesty towards others and determine at what degree they are influencing the development of positive relationships in one's life 2.2.15 • Engage in further learning experiences that help build positive relationships in one's life 2.2.17
Change and grow throughout one's life	• Explore how feelings are influenced by significant experiences 3.2.1 • Understand the concept of stress and its impact on mental and physical well-being 3.2.2 • Understand how physiological and psychological changes impact on life and work 3.2.5 • Explore the importance of work, family and leisure activities to mental, emotional, physical and economic well-being 3.2.6 • Identify what cause stress on one's own mental and physical well-being 3.2.7 • Examine one's work, family and leisure activities and acknowledge their impact on one's mental, emotional, physical and economic well-being 3.2.11 • Engage in further work, family and leisure activities that contribute to one's mental, emotional, physical and economic well-being 3.2.13

CAREER DEVELOPMENT GRADE 7

Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	***The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:***
Participate in life-long learning supportive of life/work goals	• Explore life-long learning strategies 4.2.1 • Demonstrate life-long learning strategies 4.2.11 • Improve and engage in life-long learning strategies supportive of one's life/work scenarios 4.2.17
Locate and understand life/work information	• Discover differences between work, jobs, occupations and careers 5.2.1 • Discover how occupations, work roles and work alternatives (e.g. self-employment, contracting, multitracking) can be classified 5.2.2 • Explore economic /work sectors 5.2.3 • Explore school and community information resources on work roles and work alternatives 5.2.4 • Explore various work settings and roles in the community 5.2.6 • Explore various work settings 5.2.7 • Use school and community settings and resources to learn about work roles and work alternatives 5.2.8 • Demonstrate how one's interests, knowledge, skills, beliefs and attitudes are transferable to various work roles 5.2.9 • Identify working conditions for oneself 5.2.10 • Assess life/work information and determine its pertinence for oneself 5.2.11 • Improve one's strategies for locating, understanding and using life/work information 5.2.12
Understand the relationship between Work and society/economy	• Understand how organizations operate 6.2.1 • Explore the importance of work to a community 6.2.2 • Understand the relationships between work, community and the economy 6.2.3 • Explore the economic contributions workers make to a community 6.2.4 • Understand how the community, the economy and technological advances impact work and work roles 6.2.5 • demonstrate how work actually impacts one's community 6.2.6 • Evaluate how one can contribute to the community through work 6.2.7 • Engage in work experiences that contribute to one's community (e.g. family, school) 6.2.8
Secure/create and maintain work	• Explore personal qualities (e.g. dependability, punctuality, getting along with others) that are needed to get and keep work 7.2.1 • Understand the language describing employment and other work opportunities 7.2.3 • Explore work search tools and skills required to find/create and maintain work (application forms, resumes, cover letters, portfolios, job interviewing, proposals, etc.) 7.2.4 • Demonstrate personal qualities that are needed to get and keep work 7.2.5 • Demonstrate the ability to complete application forms 7.2.6 • Demonstrate work search tools required to find and maintain work (e.g. resume, portfolio, proposals, cover letters) 7.2.7

CAREER DEVELOPMENT GRADE 7

Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	***The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:***
Make life/work enhancing decisions	• Understand how personal beliefs and attitudes affect decision-making 8.2.1 • Demonstrate how one's beliefs and attitudes influence one's decision-making process 8.2.10 • Make decisions and take responsibility for them 8.2.13 • Evaluate how one's decisions (about school, family, leisure, work, etc.) impact one's life, and affect other decisions 8.2.15 • Examine creative or alternative scenarios and evaluate their impact on one's life 8.2.16 • 8.2.17 Evaluate the impact of personal decisions on self and others • 8.2.18 Engage in decision-making respectful of oneself and supportive of one's goals
Maintain balanced life and work roles	• Understand how different work and family roles require varying kinds of energy, participation, motivation and abilities 9.2.1 • Understand how work roles satisfy personal and family needs 9.2.2 • Examine how personal goals can be satisfied through a combination of work, community, social and family roles 9.2.3 • Understand how personal leisure choices relate to lifestyle 9.2.4 • Understand how various life and work roles impact the attainment of future goals 9.2.5 • Explore the advantages and disadvantages of various life role scenarios 9.2.6 • Explore the interrelationships among family, work and leisure decisions 9.2.7 • Plan and experience leisure activities that relate to one's considered or preferred lifestyle 9.2.8 • Examine the type of lifestyle one wants 9.2.10 • Determine the type of life and work roles that best impact one's life 9.2.11
Understand the changing nature of life/work roles	• Identify non-traditional life/work scenarios 10.2.1 • Investigate advantages and challenges of entering non-traditional work 10.2.2 • Explore the advantages of experiencing personal interests, even if they are most often considered non-traditional (*to one's gender*) 10.2.3 • Understand the concepts of stereotypes, biases and discriminatory behaviours 10.2.4 • Experience personal interests, even if they are most often considered non-traditional to one's gender 10.2.5 • Identify stereotypes, biases and discriminatory behaviours that may limit opportunities for women and men in certain work roles 10.2.6 • Acknowledge one's own stereotypes, biases and discriminatory behaviours that may limit opportunities for oneself or others in certain work roles 10.2.7 • Develop attitudes and engage in behaviours that are non-discriminatory 10.2.8

CAREER DEVELOPMENT GRADE 7

Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	***The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:***
Understand, engage in and manage one's own life/work building process	• Explore the concept every decision is a life/work decision 11.2.1 • Understand the importance of developing flexible and adaptable short-term action plans within the life/work building process 11.2.4 • Understand the concept of a preferred future as part of the life/work building process 11.2.5 • Define one's preferred future 11.2.7 • Develop short-term action plans in step with one's preferred future 11.2.8 • Re-examine and assess one's preferred future using as criteria newly acquired information about self and the world of work 11.2.10 • Take steps to move towards one's preferred future 11.2.11 • Adjust one's preferred future as experience changes one's knowledge of oneself 11.2.12

ART GRADE 7

Dance

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Creative/Productive (CP) K-12 Goal: Students will inquire, create, and communicate through dance, drama, music, and visual art.	
Create dance compositions that express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments). CP7.1	• Use inquiry in dance to extend understanding of place (e.g., examine historical relationships of people to the land in Saskatchewan): o Generate key questions to guide inquiry in dance (e.g., How could we represent through dance the relationships between people and the prairie landscape or the difference between urban and rural environments?). o Summarize and focus knowledge of topic to determine information needs. o Generate additional relevant questions for exploration. o Prepare and use a plan to access the Internet and other sources (e.g., print, digital, community) to gather ideas for dance-making. o Use the dance-making process to explore the central questions and ideas (e.g., How can we show through movement the vastness of the prairie spaces or the migration of peoples?). o Expand on dance and movement ideas in reflective records such as journals, blogs, and video or audio recordings. o Keep a record of dance phrases using invented and/or traditional notation symbols, and video where possible, to explore, record, and reconstruct movements. o Reflect, analyze, and make connections between the original topic or inquiry question and subsequent dance explorations. • Investigate how a single idea can be developed in many ways and directions (e.g., How many different ways can we represent in movement a sense of community within an isolated landscape?). • Recognize valuable accidents in exploration and put them to use when appropriate. • Demonstrate self-awareness in decision making about own movement selections. • Reflect on how movement, dance elements, and principles of composition can be organized to convey meaning in dance (e.g., What message or ideas does our dance communicate about our sense of place in Saskatchewan?).
Investigate and manipulate the elements of dance and principles of composition including tension and resolution. CP7.2	• Investigate and demonstrate ways of creating tension and resolution using the elements of actions, body, relationships, dynamics, and space. • Analyze, discuss, and explore through movement, the principles of tension and resolution in dance. • Use inquiry to investigate questions about relationships among the elements of dance and principles of tension and resolution:

ART GRADE 7

Dance

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
(Continued) CP7.2	○ Generate questions about the elements of dance and principles of tension and resolution to guide inquiry (How can we build a feeling of tension using the elements of dynamics and shape? How could we use the principles of tension and resolution in a composition about relationships between people and the land?). • Identify ways that dances begin, build toward something, and come to resolutions during specific sections or within the dance as a whole. • Investigate and demonstrate ways that tension can function as a highlight or turning-point in a dance. • Investigate and demonstrate ways that resolution resolves or settles sections within the dance or the dance as a whole. • View and analyze own and peers' dance compositions for application of dance elements and tension and resolution. • Use the elements and principles expressively in dance. • Practice sustaining and controlling energy. • Explore and apply biomechanical concepts and principles of balance, stability, spin, and rotation (see grade 7 physical education curriculum outcome 7.6) during warm-ups and dance compositions.
Create and refine transitions within choreographic forms (e.g., ABBA, narrative). CP7.3	• Sequence movements purposefully to support transitions when creating and combining dance phrases. • Demonstrate clarity of transitions between dance phrases. • Develop and refine transitions using reflection, decision making, and movement problem solving. • Create dance transitions for various forms such as binary (AB), ternary (ABA), theme and variations, narrative, collage, chance, and organic. • Demonstrate how the whole body contributes to focus that can be inward or outward during movement phrases and transitions. • Repeat movement phrases and transitions of increasing difficulty with accuracy. • Take risks and solve dance problems in new ways. • Extend body's range of movement, strength, and balance with attention paid to correct alignment and clarity of action.
Drama	
Investigate how dramatic character develops from role. CP7.4	• Demonstrate confidence and imagination when working in various roles. • Investigate when in role how character may be expressed through actions. • Use language with purpose to develop character and achieve dramatic intent when speaking and writing in role. • Discuss own roles and analyze contributions to the work. • Demonstrate when in role how characters use actions or interact with others for different purposes.

Drama

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
(Continued) CP7.4	• Revise work based upon reflection and critical analysis of the role and character. • Identify how roles and drama work can contribute to deeper understanding of self and others.
Use drama elements, strategies, negotiation, and collaboration to help shape the direction of the drama and/or collective creation. CP7.5	• Contribute to the choice and use of drama strategies such as tableau, tapping in, writing in role, improvisation, and a variety of others to achieve purpose. • Investigate the many possibilities for structure and direction of dramatic works. • Recognize that co-operative effort is essential to satisfaction in drama and collaborate with others to help direct the course of the drama work. • Negotiate, accept the ideas of others, and work toward consensus in dramatic work. • Identify and discuss the importance of focus to successful drama work. • Identify and discuss the presence of tension and contrast in own drama work. • Identify the objects or events in drama work that function as symbols. • Reflect on and describe the contributions and the work of each group member. • Explain how drama work helps to develop a deeper understanding of communication and interdependence.
Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments) in drama and/or collective creation. CP7.6	• Use inquiry in drama to extend understanding about the importance of place in peoples' lives: o Generate questions to guide inquiry about the concept of place (e.g., What if we traveled back in time to observe the signing of the Treaties? What if urban youth were given control of city planning for one year? What is unique about being from, or living in, Saskatchewan?). o Prepare and use a plan to access the Internet and other sources (e.g., print, digital, community) to research and gain information and ideas that will contribute to the authenticity and significance of the drama. • Collaborate with others to manipulate tension, focus, contract, and symbol to express ideas about the importance of place in peoples' lives. • Pose questions about the work for purposes of reflection and further development of the drama (Is our drama capturing the time and place of living in the 1800s in Saskatchewan?). • Discuss conflicts that may have arisen during the work and how these conflicts were resolved. • Recall and express responses to the work using a variety of reflective strategies such as 'hot seating', 'marking the moment', or 'walls have ears'.

Drama – (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
(Continued) CP7.6	• Describe how dramas and collective creations relate to own lives, cultures, and society
Music	
Investigate improvisation using the voice, instruments, and a wide variety of sound sources from the natural and constructed environment. CP7.7	• Sing and play accurately and expressively, and improvise individually and in groups, with voice and instruments. • Experiment with the voice and instruments by creating and imitating sounds and apply these discoveries in own work. • Maintain melodic and harmonic parts. • Experiment with ways that a single musical idea can be developed or evolve in many ways and directions. • Explore and determine appropriate sound sources, forms, and processes for creating music expressions. • Investigate music from various places of the world, and analyze relationships among the instrument, the use of sound, and the place of origin (e.g., steel drums, sitar, didgeridoo, First Nations' flutes). • Pose questions about sound to guide inquiry into the expressive and symbolic use of sound and silence. • Use sounds symbolically to convey a variety of ideas and meanings. • Demonstrate sensitivity to the ways voices change with age and musical experiences. • Distinguish among diverse voice types, styles, and forms of vocal expression. • Demonstrate appreciation for the acquisition of instrumental/vocal technical and improvisational skills and set goals to improve own skills.
Investigate and manipulate elements of music and principles of composition including tension and resolution. CP7.8	• Use inquiry in music to extend understanding of composition principles of tension and resolution: o Pose questions to guide inquiry into how elements of music can be manipulated to create tension and resolution (e.g., How is rhythm used to create tension and resolution? How can dynamics be used to create tension and resolution? How can the elements be combined to create tension and resolution?). o Conduct a collaborative inquiry and experiment with voice and instruments to explore the inquiry questions. o Collaborate with peers to document the inquiry process (e.g., record on video). • Demonstrate how musicians and composers create principles of composition such as tension and resolution by manipulating the elements of music (i.e., rhythm, melody/pitch, dynamics, timbre/tone colour, texture). • Identify tension and resolution in own music and the music of others, and analyze how it is achieved.

Music - (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
(Continued) CP7.8	• Demonstrate how metre can be regular (123-123-123), irregular (12-12345-123), or alternating (12-123-12-123). • Use standard and invented notation to represent rhythmic and melodic patterns. • Analyze ways of using the elements of music expressively in own compositions and other music. • Manipulate the elements to create tension and resolution and evaluate choices and results. • Describe the use of the elements using appropriate terminology. • Demonstrate the ability to collaborate with others to improve the quality of compositions and performances. • Keep an ongoing record of ideas and problem solving processes for own sound/music expressions, and recognize the value of doing so. • Discuss the intentions, problem-solving process, and interpretations of their own and others' music expressions. • Examine how principles of composition connect and organize elements of music into cohesive works.
Use traditional and/or homemade instruments to investigate relationships between musical expression and place (e.g., world music, African and Latin drumming, Indonesian gamelan, North American First Nations' flutes, Caribbean steel bands, urban street culture). CP.7.9	• Use drums and other percussion instruments (traditional and/or homemade) to play world music rhythms (e.g., African and Latin rhythms). • Create various call and response patterns, follow a leader, and collaborate in percussion groups such as drum circles. • Play traditional world rhythms and notate using traditional and/or invented notation. • Create improvised rhythms using percussion instruments, or digital technologies where possible, and notate using traditional and/or invented notation. • Research using the Internet and other sources of information (e.g., books, CDs, local musicians) to investigate how musicians and composers are influenced by music from various parts of the world. • Analyze and describe how musicians and composers incorporate world music into contemporary work (e.g., STOMP). • Demonstrate imaginative use of world rhythms in own sound compositions. • Investigate ways that the elements of music are used expressively in different places of the world and apply this understanding to own work. • Describe how music is a unique means of communication and recognize the importance of musical expression in various world locales.

ART GRADE 7

Visual Art

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment). CP7.10	• Use inquiry in visual art to extend understanding of the importance of place (e.g., examine historical relationships of people to the land in Saskatchewan): o Generate key questions to guide inquiry in visual art (e.g., How could we represent visually the uniqueness of the prairie landscape or the difference between urban and rural environments in Saskatchewan?). o Summarize and focus knowledge of topic to determine information needs. o Generate additional relevant questions for deeper exploration. o Prepare and use a plan to access the Internet and other sources (e.g., print, digital, community) to gather ideas for visual art. o Explore the central questions and ideas visually (e.g., How can we visually depict the vastness of the prairie spaces or the migration of peoples?). o Expand on ideas in visual journals or other reflective records such as video. • Analyze and discuss connections between the original topic or inquiry question and subsequent visual art explorations. • Investigate how a single idea can be developed in many ways and directions (e.g., How many different ways could we represent visually a sense of community within an isolated prairie landscape?). • Reflect on how images, elements of art, and principles of composition can be organized to convey meaning in visual art (e.g., What message or ideas does our art work communicate about our sense of place in Saskatchewan?). • Demonstrate awareness that artists are observant of their environment and often express ideas about the role and representation of place in their work. • Recognize that visual art is a means of personal exploration and communication, and appreciate the importance of visual expression.
Investigate and use various visual art forms, images, and art-making processes to express ideas about place. CP7.11	• Select various visual art forms (e.g., comics, photography, sculpture, film) to express ideas about the students' place (e.g., neighbourhood, the prairie, inner city). • Describe own decision-making processes, and discuss how essential they are to the creative process. • Demonstrate awareness of various health and safety hazards and procedures in visual art (e.g., electric kiln safety). • Manipulate the elements of art, principles of design, images, and symbols to express ideas and communicate visually.
Use image-making skills, tools, techniques, and problem-solving abilities in a variety of visual art media. CP7.12	• Demonstrate skillful use of a range of appropriate tools, technology, materials, and techniques. • Demonstrate keen observations of detail, and represent unique features of individual people, animals, plants, and so on.

Visual Art – (Continued)

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
(Continued) CP7.12	• Depict people and objects using correct proportion. • Explore and demonstrate understanding of the role of light and shadow in creating the illusion of form. • Demonstrate how point-of-view can be manipulated. • Demonstrate understanding of the concept of a vanishing point in linear perspective. • Explore relationships among shape, space, and form. • Recognize that scale may or may not be realistic. • Experiment with different ways of creating focal points or emphasis (e.g., size, contrast, outlining, repetition, isolating). • Describe own problem-solving processes and discuss explorations and comparisons of various media.
Dance, Drama, Music, Visual Art **CRITICAL/RESPONSIVE** (CR) K-12 Goal: Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, creativity, research, and collaborative inquiry.	
Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research. CR7.1	• Describe, analyze, and interpret dance, drama, music, and visual art works. • Demonstrate critical and creative thinking using one or more approaches such as those described in "Responding to Arts Expressions". • Conduct research into the contexts within which selected arts expressions were created, and present findings in innovative ways (e.g., role drama, talk show from
Investigate and identify ways that the arts can communicate a sense of place. CR7.2	• Analyze and discuss the intentions, development, and interpretations of the concept of place as represented in own and peers' art works. • Research, using the Internet and other sources, to investigate how some professional artists express a sense of place in their work. • Share research findings or documentation with others.
Examine and describe how arts expressions of various times and places reflect diverse experience, values, and beliefs. CR7.3	• Distinguish among diverse styles of visual art, dance, drama/theatre, music, and other forms of expression (e.g., film) from different cultural and historical contexts. • Examine own and peers' work as expressions of unique experiences, and personal values and beliefs, created within a particular time and place. • Examine and analyze diverse artistic representations and interpretations of place (e.g., relationships with the land and urban/rural environments) in the work of Saskatchewan artists including, for example, music, lyrics, First Nations' drum groups and dances, Métis arts, heritage social dances, dramatic arts, landscape painters, architects, or site specific works.
CULTURAL HISTORICAL (CH) K-12 Goal: Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.	
Investigate how artists' relationship to place may be reflected in their work. CH7.1	• Examine arts expressions from around the world to determine how, and why, place is often represented or reflected in the work.

ART GRADE 7

Dance, Drama, Music, Visual Art

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
(Continued) CH7.1	• Describe ways that an artist's place might be a source of inspiration in different arts disciplines (e.g., photography, music styles, architecture, theatre, heritage dances). • Analyze and describe contributions that artistic work makes to the individual and his or her place/community (e.g., commercial value, cultural value, functional value, expressive value).
Investigate how Indigenous artists from around the world reflect the importance of place (e.g., relationship to the land, geology, region, urban/rural environments). CH7.2	• Research Indigenous artists from around the world to examine how their work conveys the importance of land, and share these insights with others. • Analyze and interpret the work of Indigenous artists within its cultural and contemporary contexts. • Examine and compare how the land influences the choices made by Indigenous artists around the world (e.g., choice of medium and subject matter such as Haida totem carving, Dakota pipestone carving, Inca gold engraving). • Demonstrate awareness of how contemporary Indigenous artists are influenced by place (e.g., hip hop and graffiti artists who use the urban landscape as a space for expressing ideas).
Investigate and identify a variety of factors that influence artists, their work, and careers. CH7.3	• Research to determine various influences on the work and careers of selected Canadian artists. • Describe some of the entrepreneurship abilities (e.g., marketing, networking, risk taking, innovation, self-discipline, technological literacy, independent learning) required by artists in different disciplines. • Analyze relationships among artistic work, the community, and the economy (e.g., What do artists and arts organizations contribute to the community?). • Examine work scenarios in the arts involving issues such as stereotyping, bias, and discrimination (e.g., stereotyping of male dancers, or males and females using non-traditional visual art materials) and discuss how these may limit opportunities. • Explain ways that technology is used by artists in dance, drama, music, visual art, and interdisciplinary creations. • Research and analyze new forms of technology used by contemporary artists to create and market their work.

PHYSICAL EDUCATION GRADE 7

Activity

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance A7–1	• Use short and long skipping ropes to create various types of skipping routines individually, with a partner or in small groups for particular purposes; e.g., cardio-respiratory fitness, innovative steps, body language and expression. (Individual Activities)
Demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance A7-2	• At a swimming pool, practise proper running techniques in deep water, using waist belts or a pool noodle (Alternative Environment)
Demonstrate ways to improve and refine the functional and expressive quality of nonlocomotor skills to improve personal performance A7–3	• Use scarves, fans, canes or parachutes to exaggerate expression and nonlocomotor movements within a dance sequence.(Dance)
Demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance A7–4	• Build strength using various objects like rubber tubing and soup cans or by performing resistance activities with a partner. (Individual Activities)
Demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity A7–5	• Using a "double ball"—two beanbags linked with a string or two socks tied together, with a beanbag in each sock—and ringette sticks, try to move the ball from goal line to goal line in teams of 4 to 8. The ball can only be passed by use of the sticks. No stick on stick or stick on body contact is permitted. The ball cannot be carried on a stick; rather it must be continually passed. (Games)
Demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance A7–6	• Through rhythmic gymnastics, integrate manipulative skills with nonlocomotor and locomotor activities; e.g., roll across a mat while retaining a ball with different body parts, demonstrate with a partner two ways that using a hoop can assist in a static balance. (Types of Gymnastics)
Demonstrate activity-specific skills in a variety of environments and using various equipment; e.g., orienteering A7–7	• Using a map of the classroom, gymnasium, playground or local park and an orienteering compass, locate landmarks using compass bearings. (Alternative Environment)
Refine and present a variety of dance sequences; e.g., folk, square, social and novelty, alone and with others A7–8	• Demonstrate various types of turns; e.g., ¼, ½ and underarm turns, in fox trot rhythm. Duplicate these skills in other rhythms; e.g., rumba, waltz. (Dance)
Choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns A7–9	• In small groups, create a four- or five-part dance sequence to music, demonstrating changes in directions, levels and pathways (Dance)
Demonstrate activity-specific basic skills in a variety of games A7–10	In small groups, create stations to practise specific game skills; e.g., striking with an implement, throwing, bowling, catching, defence. (Games)
Demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity A7–11	• To practise projecting an object and following the pass, perform a three-person weave in a variety of games; e.g., handball, basketball, rugby. (Games)
Demonstrate ways to improve and refine the functional and expressive qualities of movements that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic A7–12	• Critique a partner's short floor/mat sequence. Provide specific feedback based upon the theme of the lesson and the criteria checklist. Repeat the process several times with one another (Types of Gymnastics)

PHYSICAL EDUCATION GRADE 7

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Demonstrate activity-specific skills in a variety of individual pursuits; e.g., power walk 7–13	• Create a fitness routine to music and teach it to the class or to small groups; e.g., aerobics, tai chi. (Individual Activities)
Benefits Health	
Analyze personal nutritional habits and how they relate to performance in physical activity B7–1	• With your group, use Canada's Food Guide to Healthy Eating to determine a nutritious meal plan for a camping trip. Remember to review your meal plan in relation to the physical activities you will be involved in during the trip. (Alternative Environment)
Demonstrate and evaluate ways to achieve a personal functional level of physical fitness B7–2	• Using a basketball at each low post, shoot, run to the other low post, and shoot again as many times as possible in 30 seconds. A partner rebounds as quickly as possible, replaces balls and records shots made. Discuss which components of fitness must improve in order to increase score. (Games)
Explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activity; analyze individual abilities and formulate an individual plan for growth. B7–3	• Perform a "Step Stomp" routine to music that reflects the components of fitness. Add equipment; e.g., sticks or ropes, after mastering the original routine (Dance)
Identify different body types and how all types can contribute to, or participate positively in, physical activity B7–4	• Perform aqua-aerobics, using various types of movements; e.g., karate kicks, soccer kicks and grapevine walk, and discuss how to modify movements to include everyone. (Alternative Environment) • In small groups, create a line dance to appropriate music. Then teach this line dance to students in lower grades. Ensure that the dance is appropriate for all children in the class to perform (Dance) • Examine a body image circuit in the classroom or gymnasium. In groups of three or four, move throughout the stations and complete the activities related to body image, which include strategies to cope with related societal pressures. .(Individual Activities)
Discuss performance-enhancing substances as a part of the negative effect on physical activity B7–5	• After participating in such activities as wrestling or track and field, discuss the negative ramifications of using drugs in sports.(Individual Activities)
Identify and explain the effects of exercise on the body systems before, during and after exercise B7–6	• Participate in a number of skill stations around the gymnasium or playing field; e.g., soccer dribble, handball rally, basketball rebound, football zigzag, softball throw. Identify, on a checklist, the benefits of each station; e.g., motor coordination, strength, agility. (Games)
Interpret personal fitness changes as a result of physical activity B7–7	• Create an individual gymnastics sequence that emphasizes specific components of fitness; e.g., create a sequence that emphasizes stability and strength, and note improvement in these areas by the end of a unit. (Types of Gymnastics)
Understand the connection between physical activity, stress management and relaxation B7–8	• At the end of aerobics class, while stretching and focusing on breathing, relax and cool down to slower tempo music. Measure heart rate before and after the activity. (Dance) • Perform stretching and flexibility activities as a way to reduce stress and increase relaxation. (Types of Gymnastics)

PHYSICAL EDUCATION GRADE 7

Cooperation

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity C7–1	• Modify a game from one category to create a game in another category; e.g., modify tennis to create a target game. (Games) • In groups of three, plan and practise ways to create various balances that include everyone (Types of Gymnastics) • Keep an active living log to monitor the types of activities done in leisure time and to describe how participation affects emotions. (Individual Activities)
Identify positive active living role models C7–2	• Discuss criteria for an active living role model; and identify appropriate school, family and community role models (Individual Activities)
Demonstrate etiquette and fair play C7–3	• Participate in an activity; e.g., canoeing, sailing, kayaking, swimming or hiking, to learn the concepts of conservation and respect for the environment. (Alternative Environment)
Identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education C7–4	• Create a game in the pool. Teach the game to the rest of the class, have the class try it, and officiate and offer feedback (Alternative Environment) • In a ballroom setting, reverse the roles of leading and following between male and female.(Dance)
Select and apply practices that contribute to teamwork C7–5	• Take part in a cooperative game with rules that encourage group participation. (Games)
Identify and demonstrate positive behaviours that show respect for self and others C7–6	• As part of a team, line up in single file. Hold the waist of the person in front and lower into a squat position with knees bent no further than 90º. Chanting “choom–choom,” try to hold the squat position as long as possible. (Types of Gymnastics)
Do it Daily…For Life!	
Participate regularly in, and identify the benefits of, an active lifestyle D7–1	• After playing or being taught a target game, such as bocce, horseshoes or lawn bowling, by a group of seniors, interview the seniors as to their perceived benefits of an active lifestyle.(Games)
Identify and demonstrate strategies that encourage participation and continued motivation D7–2	• Circulate through each of five to six skill development stations. As improvements are noted, record progress/results. Repeat each station for a portion of each lesson to maximize improvement.(Games) • Coach partners as they balance; e.g., handstand, headstand (Types of Gymnastics)
Identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions D7–3	• When designing a dance, review guidelines for contraindicated movements; e.g., weight bearing activities where the knees are bent more than 90 degrees, break-dance spins on head.(Dance)
Explain the benefits of, and demonstrate safe, warm-up and cool-down activities D7–4	• Participate in warm-up activities to prepare for participation in educational gymnastics. Warm up muscles that will be used in the movement activities of the lesson. (Types of Gymnastics)
Recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for inline skating, ball hockey D7–5	• Participate in a challenging snowshoeing course that is appropriate and safe. Establish rules of safety and etiquette. (Alternative Environment)

PHYSICAL EDUCATION GRADE 7

Do it Daily…For Life!

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Record and analyze personal goals based on interests and abilities D7–6	• Record goals for a component in gymnastics that reflects individual interest/ability; e.g., progressions in balances for floor exercise. (Types of Gymnastics) • Record, in logbooks, various fitness challenges; and chart and • record personal track and field goals and accomplishments (Individual Activities)
Evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging D7–7	• Participate in an orienteering circuit of four to six stations that improves the components of personal physical fitness. (Alternative Environment)
Identify local community programs that promote physically active lifestyles D7–8	• As a community service, perform and introduce appropriate dances for senior citizens or other groups. (Dance)
Identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers D7–9	• Through a short questionnaire, identify factors that affect participation in daily activity. Discuss alternatives for physical activity, and create a personal plan for active living in the community (Individual Activities)

ICT – GRADE 7 – EXPANDING (GRADE 6 to ADULT)

Cognitive Domain

Outcomes	Achievement Indicators	
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*	
	Plan and Question	**Supporting Skills**
Knows – Comprehends (Become aware)	• Recalls and or records prior knowledge and asks topic-related questions • Follows given plans	
Analyze – Apply (Believe)	• Constructs how and why questions, predictions, hunches, educated guesses and hypotheses and identifies information needs	
	• Adapts given electronic plans	• Moves text and images • Inserts and edits text, data, images, sound, video and or formulas • Formats text, images, graphs, and tables using toolbar icons, menu options, and or keyboard shortcuts • Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes • Formats page layout • Customizes the template of a graphic organizer, table, multimedia presentation, spreadsheet, and/or database
Synthesize – Evaluate (Value)	• Evaluates original inquiry questions and creates new questions for future inquiry	
	• Designs own electronic plans	• Manages electronic files and folders • Moves data between applications • Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages

ICT – GRADE 7 – EXPANDING (GRADE 6 to ADULT)

Cognitive Domain

Specific Outcomes	Achievement Indicators	
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*	
	Gather and Make Sense	**Supporting Skills**
Knows – Comprehends (Become aware)	• Finds and collects information from given media sources	• Logs on and off ICT devices • Opens applications and files • Saves files Prints files • Navigates within an application • Browses multimedia • Navigates within a website • Searches the Internet using teacher-selected search engines and keywords • Sends and receives text messages and electronic files using rules of etiquette • Manipulates input devices • Selects and uses peripherals to find, record, manipulate, save, print and/or display information
	• Identifies sources of information and provides bibliographic/reference data	• Recognizes and presses keys on the keyboard • Inserts hyperlinks to electronic sources
	• Records data or makes notes on gathered information and ideas using given categories and given ICT	• Logs on and off ICT devices • Opens applications and files • Saves files • Navigates within an application • Moves data between applications • Recognizes and presses keys on the keyboard • Inserts and edits text, data, images, sound video and/or formulas
	• Collects primary data using electronic devices	• Captures digital data
	• Questions whether information from media sources is real, useful, and/or distracting	
Analyze – Apply (Believe)	• Refines information searches using a variety of media sources	• Navigates within an application • Browses the Internet • Chooses /uses search engines & own keywords • Refines searches using Boolean logic
	• Analyzes textual, numerical, aural, and visual information gathered from media sources, applying established criteria	• Investigates currency, authorship of electronic sources such as websites, email, CD-ROMs, syndications, blogs, wikis, podcasts, and broadcast media
	• Categorizes information using the ICT suitable for the purpose	• Navigates within an application • Moves data between applications • Transfers ICT knowledge to new applications
	• Analyzes if info from media sources is sufficient, suitable for purpose/audience	
	• Analyzes whether information from media sources has been manipulated	
Synthesize Evaluate (Value)	• Incorporates new information with prior knowledge and adjusts inquiry strategies	
	• Assesses textual, numerical, aural, and visual info, and sources of the media, to verify context, perspective, bias, motive	

ICT – GRADE 7 – EXPANDING LEARNER (Grade 6 to Adult)

Cognitive Domain

Outcomes	Achievement Indicators	
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*	
	Produce to Show Understanding	**Supporting Skills**
Knows – Comprehends (Become aware)	• Participates in establishing criteria for student – created electronic work	
	• Composes text, records, sound, sketches images, graphs, data, and/or creates video	• Logs on and off ICT devices • Opens applications and files • Saves files • Navigates within an application • Manipulates input devices • Recognizes and presses keys on the keyboard • Moves text and images • Draws images using electronic tools • Inserts and edits texts, data, images, sound, video, and/or formulas • Recalls ICT vocabulary in context • Uses ICT vocabulary in context
	• Edits electronic work according to established criteria, conventions, and/or standards	• Prints files • Navigates between applications • Sends and receives text messages and electronic files using rules of etiquette • Transfers ICT knowledge to new applications • Inserts and edits texts, data, images, sound, video, and/or formulas • Formats text, images, graphs, tables using toolbar icons, menu options, keyboard shortcuts • Edits text using spell check, dictionary, thesaurus, grammar check, and/or track changes • Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages
Analyze – Apply (Believe)	• Selects suitable ICT application and/or device to create electronic work and explains the selection	• Recognizes and presses keys on the keyboard
	• Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback and personal preferences	• Logs on and off ICT devices • Opens applications and files • Saves files • Formats text, images, graphs, and tables using toolbar icons, menu options, and/or keyboard shortcuts • Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes • Inserts hyperlinks to electronic sources • Formats page layout • Customizes template of graphic organizer, table, multimedia presentation, spreadsheet, database • Analyzes the intended use of images/video, and edits images/video using photo/video-editing software • Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages

ICT – GRADE 7 – EXPANDING LEARNER (Grade 6 to Adult)

Cognitive Domain

Outcomes	Achievement Indicators	
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*	
Produce to Show Understanding		**Supporting Skills**
Analyze – Apply (Believe) cont.	• Solves problems, reaches conclusions, makes decisions, and/or proposes answers to questions by analyzing data/information and concepts using ICT devices and/or applications	• Navigates within an application • Moves data between applications • Transfers ICT knowledge to new applications
Synthesize – Evaluate (Value)	• Designs and creates non-sequenced ICT representations	• Moves data between applications
	• Self-assesses ICT representations to go beyond established criteria by enhancing meaning and/or artistry, according to topic, audience, purpose and occasion	
	• Designs and creates simulations and models using ICT application	
Communicate		**Supporting Skills**
Knows Comprehends (Become aware)	• Displays and/or discusses electronic work	• Logs on and off ICT devices • Opens applications and files • Navigates within an application • Manages electronic files and folders • Manipulates input devices • Recognizes and presses keys on the keyboard • Selects and uses peripherals to find, record, manipulate, save, print, and/or display information
Analyze – Apply (Believe)	• Discusses information, ideas, and/or electronic work using tools for electronic communication	• Sends and receives text messages and electronic files using rules of etiquette
Synthesize Evaluate (Value)	• Adjusts communication based on self-evaluation and feedback from a global audience	
Reflect		**Supporting Skills**
Knows Comprehends (Become aware)	• Participates in guided conferences to think about using ICT to learn	• Uses ICT vocabulary in context
Analyze – Apply (Believe)	• Invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn	
Synthesize - Evaluate (Value)	• Self-monitors learning goals, reflects on the value of ICT to complete learning tasks, and sets personal goals for using ICT to learn	

ICT – GRADE 7 – EXPANDING LEARNER (Grade 6 to Adult)

Affective Domain

Outcomes	Achievement Indicators
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Ethics and Responsibility	
Knows Comprehends (Become aware)	• Respects ICT equipment and personal technology space of other ICT users • Recognizes guidelines for safety and security • Recognizes the need to acknowledge authorship of intellectual property • Identifies possible health issues associated with using ICT
Analyze – Apply (Believe) cont.	• Applies school division's acceptable-use policy for ICT • Applies safety guidelines when communicating electronically • Explains consequences of unethical behaviour • Applies guidelines for ethical and responsible use of ICT
Synthesize – Evaluate (Value)	• Evaluates effects of personal ICT behaviour on others • Weights personal benefits and risks of using ICT
Social Implications	
Knows Comprehends (Become aware)	• Identifies uses of ICT at home, at school, at work, and in the community • Relates societal consequences of ethical and unethical use of ICT • Chooses appropriate times and places to use wireless games and/or communication devices
Analyze – Apply (Believe) cont.	• Analyzes current trends in ICT to predict effects of emerging technologies • Analyzes various ICT skill and competency requirements' for personal career choices • Analyzes advantages and disadvantages of ICT use in society
Synthesize – Evaluate (Value)	• Weighs society's right to information access against right to individual privacy • Weighs benefits versus risks to society of creating new ICTs
Collaboration	
Knows Comprehends (Become aware)	• Works with others in teacher-directed learning tasks using ICT and assists others with ICT knowledge and procedures
Analyze – Apply (Believe) cont.	• Collaborates with peers to accomplish self-directed learning with ICT in various settings • Collaborates with others over distance using ICT
Synthesize – Evaluate (Value)	• Leads a group in the process of collaborative learning • Weighs benefits and challenges of collaborating on learning with ICT
Motivation and Confidence	
Knows Comprehends (Become aware)	• Demonstrates confidence and self-motivation while doing ICT tasks alone and with others • Recognizes ICT problems and seeks assistance to solve them • Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
Analyze – Apply (Believe) cont.	• Investigates ICT problems and applies strategies to solve them • Preserves in working through complex ICT problems using higher-level thinking skills
Synthesize – Evaluate (Value)	• Synthesizes knowledge and information to solve unique ICT problems

AAT GRADE 9

AAT Part "A" Narrative Writing –Test Blueprint		
Reporting Category	**Looking For…**	**Description of Writing Assignments**
Content (selecting ideas and details to achieve a purpose)	Students respond to a given topic by writing a narrative or an essay. Students establish their purpose, select ideas and supporting details to achieve the purpose, and communicate in a manner appropriate to their audience.	The Narrative / Essay Writing Assignment requires students to respond to a prompt that consists of a topic, as well as a collection of materials that students may use if they wish. These materials include graphics, quotes, and short literary excerpts. Students may use ideas from previous experience and/or reading. Students are to respond by writing a narrative or an essay.
Organization (organizing ideas and details into a coherent whole)	Students organize their ideas to produce a unified and coherent narrative or essay that links events, details, sentences, and paragraphs, and that supports the purpose.	
Sentence Structure (structuring sentences effectively)	Students control sentence structure and use a variety of sentence types, sentence beginnings, and sentence lengths to enhance communication.	
Vocabulary (selecting and using words and expressions correctly and effectively)	Students choose specific words and expressions that are appropriate for their audience and effective in establishing a voice/tone that will help to achieve their purpose.	
Conventions (using the conventions of written language correctly and effectively)	Students use conventions accurately and effectively to communicate.	
Content and Organization are weighted to be worth twice as much as each of the other categories		

AAT Part "A" Function Writing –Test Blueprint		
Reporting Category	**Looking For…**	**Description of Writing Assignments**
Content* (thought and detail)	Students develop, organize, and evaluate ideas for a specified purpose and audience.	The Functional Writing Assignment requires students to write to a specified audience in the context of a business letter. They are also required to address a blank envelope correctly.
Content Management* (using the conventions of written language correctly and effectively)	Students communicate accurately and effectively by selecting words and phrases appropriate to their purpose. Students demonstrate control of sentence structure, usage, mechanics, and format.	

AAT Part "B" Reading – Grade 9: Test Blueprint		
Reporting Category	**Looking For…**	**Types of Reading Passages**
Identifying and Interpreting Ideas and Details	Students construct meaning by interpreting ideas and details pertaining to setting / atmosphere / context / character / narrator / speaker (actions, motives, values, conflict, and events	There are various types of reading passages on the AAT: informational texts and narrative/poetic texts. Stories and poems comprise almost 60% of the test.
Interpreting Text Organization (Students identify and analyze literary genres)	Students identify and analyze the text creator's choice of form, tone, point of view, organizational structure, style, diction, rhetorical techniques (e.g., repetition, parallelism), text features (e.g., alliteration, onomatopoeia, imagery, foreshadowing, suspense), and conventions.	
Associating Meaning	Students use contextual clues to determine the denotative and connotative meaning of words, phrases, and figurative language (e.g., simile, metaphor, hyperbole, personification, irony, symbolism).	
Synthesizing Ideas	Students draw conclusions and make generalizations by integrating information in order to identify the tone, purpose, theme, main idea, or mood of a passage.	

AAT MATH GRADE 9
TEST BLUEPRINT

Multiple Choice (MC) and Numerical Response (NR)			
Item Type	**Number of Items**	**Number of Marks**	**Percentage of Test**
MC	40	40	80%
NR	10	10	20%
TOTAL	50	50	100%

Content Domain of Test	
Strand	**Percentage of Items on Test**
Number	25 – 35%
Patterns and Relations	30 - 40%
Shape and Space	15– 25%
Statistics and Probability	10 – 20%

Cognitive Domain of Test	
Complexity Level	**Percentage of Items on Test**
Low	30 – 40%
Moderate	40 – 50%
High	15 – 25%