**Grade 7 Expectations: Term 1 and Term 2**

**Language**

**Term 1**

-recognizes a variety of text forms, text features, and stylistic elements and demonstrates understanding of how they help communicate meaning

-drafts and revises written work using different forms and elements based on the purpose and audience

-listens in order to understand and responds appropriately in a variety of situations for a variety of purposes

-demonstrates an understanding of a variety of media texts

**Term 2**

-reads and demonstrates an understanding of a variety of different types of text (literary, graphic, informational)

-uses editing, proofreading, knowledge of language conventions, and publishing skills and strategies, to correct errors in written work

-successfully communicates with others using appropriate speaking skills during class discussions and class presentations

-creates a variety of thought provoking media messages for different purposes and audiences

**Core French**

**Term 1 and Term 2**

-determines meaning in a variety of oral French texts, using a range of listening strategies

-communicates information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience

-determines meaning in a variety of French texts, using a range of reading comprehension strategies

-writes French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for this level

**Early/Late Extended French and French Immersion**

**Term 1 and Term 2**

-determines meaning in a variety of oral French texts, using appropriate listening strategies

-communicates information and ideas orally in French using a variety of speaking strategies

-determines meaning in a variety of French texts, using a range of reading comprehension strategies

-in written work, demonstrates an awareness of aspects of culture in diverse French-speaking communities and other communities around the world.

**Math**

**Term 1**

-represents linear growing patterns using algebraic expressions

-demonstrates an understanding of addition and subtraction of fractions

-determines the relationships among units and measurable attributes, including the area of a trapezoid

-collects and organizes data and displays the data in appropriate charts, tables and graphs

**Term 2**

-solves simple algebraic equations, using a variety of strategies

-develops an understanding of similarity, and distinguishes similarity and congruence

-demonstrates an understanding of addition and subtraction of integers

-determines the relationships among units and measurable attributes, including the volume of a right prism

-compares experimental probabilities with the theoretical probability of an outcome involving two independent events

**Science**

**Term 1**

-demonstrates an understanding of pure substances and mixtures in relation to the particle theory of matter

-demonstrates an understanding of heat as a form of energy and investigates how it is transferred

**Term 2**

-demonstrates an understanding of interactions between and among biotic (living) and abiotic (non-living) elements in the environment that affect ecosystems

-designs and constructs a variety of structures, and investigates the relationship between the design and function of these structures and the forces that act on them

**Geography**

**Term 1 – Semestered Subject**

-uses the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective

-demonstrates an understanding of significant patterns in Earth’s physical features and of some natural processes and human activities that create and change those features

-analyzes aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assesses ways of preserving these resources

**Grade 7 Expectations: Term 1 and Term 2**

**History**

**Term 2 – Semestered Subject**

-analyzes aspects of the lives of various groups in Canada between 1713 and 1800, and compares them to the lives of people in present-day Canada

-uses the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain

-describes various significant events, developments, and people in Canada between 1713 and 1800, and explains their impact

**Physical Education**

**Term 1 and 2**

-participates actively and regularly in a wide variety of physical activities, and demonstrates an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity

-performs movement skills, demonstrating an understanding of the basic requirements of the skills and applies movement concepts as appropriate, when engaging in a variety of physical activities

**Health**

**Term 1**

-demonstrates an understanding of personal and external factors that affect people’s food choices and eating routines

-assesses the impact of different types of bullying or harassment

**Term 2**

-analyzes the personal and societal implications of issues related to substance use and addictive behaviours

-demonstrates an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health

**Dance**

**Term 1**

-applies the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas

-applies the critical analysis process to communicate feelings, ideas, and understanding in response to a variety of dance pieces and experiences

**Term 2**

-applies the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas

-demonstrates an understanding of a variety of dance forms, traditions, and styles from the past and present, and their socio-cultural and historical contexts

**Drama**

**Term 1**

-applies the creative process and develops drama works to communicate feelings, ideas and multiple perspectives

**Term 2**

-demonstrates a variety of socio-cultural drama and theatre forms, traditions and styles from the past and present

**Music**

**Term 1**

-sings and plays, melodies of various styles in two or more parts, and shows understanding of music notation using their voice and musical instrument

**Term 2**

-sings and plays, melodies of various styles in unison and in two or more parts from a variety of cultures, musical styles, and historical periods

-identifies and gives examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members

**Visual Art**

**Term 1**

-applies the creative process to produce art works in a variety of traditional two- and three-dimensional forms

**Term 2**

-demonstrates an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts