

Prescribed Learning Outcomes for Grade 7 Required Areas of Study

Term			English Language Arts (2006)
1	2	3	Oral Language (speaking and listening)
			<i>Purposes (Oral Language)</i>
			It is expected that students will:
			Use speaking and listening to interact with others for the purposes of
			<ul style="list-style-type: none"> contributing to group success
			<ul style="list-style-type: none"> discussing and comparing ideas and opinions (e.g., debating)
			<ul style="list-style-type: none"> improving and deepening comprehension
			<ul style="list-style-type: none"> discussing concerns and resolving problems
			<ul style="list-style-type: none"> negotiating consensus or agreeing to differ
			<ul style="list-style-type: none"> completing a variety of tasks
			Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by
			<ul style="list-style-type: none"> using prior knowledge and/or other sources of evidence
			<ul style="list-style-type: none"> staying on topic in focussed discussions
			<ul style="list-style-type: none"> presenting in a clear, focused, organized, and effective manner
			<ul style="list-style-type: none"> explaining and effectively supporting viewpoints
			Listen critically to understand and analyse ideas and information, by
			<ul style="list-style-type: none"> summarizing and synthesizing
			<ul style="list-style-type: none"> generating questions
			<ul style="list-style-type: none"> visualizing and sharing
			<ul style="list-style-type: none"> making inferences and drawing conclusions
			<ul style="list-style-type: none"> interpreting the speaker's verbal and nonverbal messages, purposes, and perspectives
			<ul style="list-style-type: none"> analyzing and evaluating
I			<ul style="list-style-type: none"> ignoring distractions
			<i>Strategies (Oral Language)</i>
			Select and use strategies when interacting with others, including

			<ul style="list-style-type: none"> • accessing prior knowledge
			<ul style="list-style-type: none"> • making and sharing connections
			<ul style="list-style-type: none"> • asking questions for clarification and understanding
			<ul style="list-style-type: none"> • taking turns as speaker and listener
			<ul style="list-style-type: none"> • paraphrasing to clarify meaning
			Select and use various strategies when expressing and presenting ideas, information, and feelings, including
			<ul style="list-style-type: none"> • setting a purpose
			<ul style="list-style-type: none"> • accessing prior knowledge
			<ul style="list-style-type: none"> • generating ideas
			<ul style="list-style-type: none"> • making and sharing connections
			<ul style="list-style-type: none"> • asking questions to clarify and confirm meaning
			<ul style="list-style-type: none"> • organizing information
			<ul style="list-style-type: none"> • practising delivery
			<ul style="list-style-type: none"> • self-monitoring and self-correcting in response to feedback
			Select and use various strategies when listening to make and clarify meaning, including
			<ul style="list-style-type: none"> • accessing prior knowledge
			<ul style="list-style-type: none"> • making predictions about content before listening
			<ul style="list-style-type: none"> • focussing on the speaker
			<ul style="list-style-type: none"> • listening for specifics
			<ul style="list-style-type: none"> • generating questions
			<ul style="list-style-type: none"> • recalling, summarizing, and synthesizing
			<ul style="list-style-type: none"> • drawing inferences and conclusions
			<ul style="list-style-type: none"> • distinguishing between fact and opinion
			<ul style="list-style-type: none"> • visualizing
			<ul style="list-style-type: none"> • monitoring comprehension
			<i>Thinking (Oral Language)</i>
			Demonstrate enhanced vocabulary knowledge and usage
			Use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts

			Use speaking and listening to improve and extend thinking, by
			<ul style="list-style-type: none"> questioning and speculating
			<ul style="list-style-type: none"> acquiring new ideas
			<ul style="list-style-type: none"> analysing and evaluating ideas
			<ul style="list-style-type: none"> developing explanations
			<ul style="list-style-type: none"> considering alternative viewpoints
			<ul style="list-style-type: none"> summarizing and synthesizing
			<ul style="list-style-type: none"> problem solving
Reflect on and assess their speaking and listening, by			
			<ul style="list-style-type: none"> referring to class-generated criteria
			<ul style="list-style-type: none"> considering and incorporating peer and adult feedback
			<ul style="list-style-type: none"> setting goals and creating a plan for improvement
			<ul style="list-style-type: none"> taking steps toward achieving goals
<i>Features (Oral Language)</i>			
Recognize and apply the features of oral language to convey and derive meaning, including			
			<ul style="list-style-type: none"> context (e.g., audience, purpose, situation)
			<ul style="list-style-type: none"> text structure
			<ul style="list-style-type: none"> a variety of sentence lengths, structures, and types
			<ul style="list-style-type: none"> smooth transitions and connecting words
			<ul style="list-style-type: none"> syntax (i.e., grammar and usage)
			<ul style="list-style-type: none"> diction
			<ul style="list-style-type: none"> nonverbal communication
			<ul style="list-style-type: none"> receptive listening posture
Recognize the structures and patterns of language in oral texts, including			
			<ul style="list-style-type: none"> literary devices
			<ul style="list-style-type: none"> sound devices
			<ul style="list-style-type: none"> structural sequencing cues

			<ul style="list-style-type: none"> • idiomatic expressions
Reading and Viewing			
<i>Purposes (Reading and Viewing)</i>			
Read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including			
			<ul style="list-style-type: none"> • stories from various Aboriginal and other cultures
			<ul style="list-style-type: none"> • literature from Canada and other countries
			<ul style="list-style-type: none"> • short stories and novel exposing students to unfamiliar contexts
			<ul style="list-style-type: none"> • short plays that are straightforward in form and content
			<ul style="list-style-type: none"> • poetry in a variety of forms
Read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including			
			<ul style="list-style-type: none"> • non-fiction books
			<ul style="list-style-type: none"> • textbooks and other instructional materials
			<ul style="list-style-type: none"> • visual or graphic materials
			<ul style="list-style-type: none"> • reports and articles
			<ul style="list-style-type: none"> • reference material
			<ul style="list-style-type: none"> • appropriate web sites
			<ul style="list-style-type: none"> • instructions and procedures
			<ul style="list-style-type: none"> • advertising and promotional materials
Read and reread just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension			
Demonstrate comprehension of visual texts with specialized features (e.g., visual components of media such as magazines, newspapers, web sites, reference books, graphic novels, broadcast media, videos, advertising and promotional materials)			
<i>Strategies (Reading and Viewing)</i>			
Select and use strategies before reading and viewing to develop understanding of text, including			
			<ul style="list-style-type: none"> • setting a purpose and considering personal reading goals
			<ul style="list-style-type: none"> • accessing prior knowledge to make and share connections
			<ul style="list-style-type: none"> • making predictions

			<ul style="list-style-type: none"> • asking questions
			<ul style="list-style-type: none"> • previewing texts
			Select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including
			<ul style="list-style-type: none"> • predicting
			<ul style="list-style-type: none"> • making connections
			<ul style="list-style-type: none"> • visualizing
			<ul style="list-style-type: none"> • asking and answering questions
			<ul style="list-style-type: none"> • making inferences and drawing conclusions
			<ul style="list-style-type: none"> • using 'text features'
			<ul style="list-style-type: none"> • self-monitoring and self-correcting
			<ul style="list-style-type: none"> • figuring out unknown words
			<ul style="list-style-type: none"> • reading selectively
			<ul style="list-style-type: none"> • determining the importance of ideas/events
			<ul style="list-style-type: none"> • summarizing and synthesizing
			Select and use strategies after reading and viewing to confirm and extend meaning, including
			<ul style="list-style-type: none"> • self-monitoring and self-correcting
			<ul style="list-style-type: none"> • generating and responding to questions
			<ul style="list-style-type: none"> • making inferences and drawing conclusions
			<ul style="list-style-type: none"> • reflecting and responding
			<ul style="list-style-type: none"> • visualizing
			<ul style="list-style-type: none"> • using 'text features' to locate information
			<ul style="list-style-type: none"> • using graphic organizers to record information
			<ul style="list-style-type: none"> • summarizing and synthesizing
			<i>Thinking (Reading and Viewing)</i>
			Respond to selections they read or view, by
			<ul style="list-style-type: none"> • expressing opinions and making judgments, supported by reasons, explanations and evidence

			<ul style="list-style-type: none"> explaining connections (<i>text-to-self</i>, <i>text-to-text</i>, <i>text-to-world</i>)
			<ul style="list-style-type: none"> identifying personally meaningful selections, passages, and images
			Read and view to improve and extend thinking, by
			<ul style="list-style-type: none"> analyzing and evaluating ideas and information
			<ul style="list-style-type: none"> comparing various viewpoints
			<ul style="list-style-type: none"> summarizing and synthesizing to create new ideas
			Reflect on and assess their reading and viewing, by
			<ul style="list-style-type: none"> referring to class-generated criteria
			<ul style="list-style-type: none"> setting goals and creating a plan for improvement
			<ul style="list-style-type: none"> taking steps toward achieving goals
			<i>Features (Reading and Viewing)</i>
			Explain how structures and features of text work to develop meaning, including
			<ul style="list-style-type: none"> form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)
			<ul style="list-style-type: none"> 'text features' (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlink, pull-quotes)
			<ul style="list-style-type: none"> literary elements (e.g., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme)
			<ul style="list-style-type: none"> non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)
			<ul style="list-style-type: none"> literary devices (e.g., imagery, onomatopoeia, simile, metaphor)
			<ul style="list-style-type: none"> idiomatic expressions
			Writing and Representing
			<i>Purposes (Writing and Representing)</i>
			Write a variety of clear focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
			<ul style="list-style-type: none"> clearly developed ideas using effective supporting details, explanations, analysis, and insights
			<ul style="list-style-type: none"> sentence fluency through sentence variety and patterns with increasingly natural rhythm and flow
			<ul style="list-style-type: none"> effective word choice through the use of precise nouns, and powerful verbs and modifiers

			<ul style="list-style-type: none"> an honest and engaging voice
			<ul style="list-style-type: none"> an organization that is meaningful, logical, and effective, and showcases a central idea or theme
			Write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring
			<ul style="list-style-type: none"> clearly developed ideas by using focused and useful supporting details, analysis, and explanations
			<ul style="list-style-type: none"> sentence fluency through strong, well-constructed sentences that demonstrates a variety of lengths and patterns, with an increasingly fluid style
			<ul style="list-style-type: none"> effective word choice by using content words, precise nouns, and powerful verbs and modifiers
			<ul style="list-style-type: none"> a voice demonstrating an appreciation and interest in the topic
			<ul style="list-style-type: none"> an organization with an inviting lead that clearly indicates the purpose, followed by a well-developed and clear sequence of paragraphs or sections that lead to a strong conclusion
			Write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
			<ul style="list-style-type: none"> strategically developed ideas by using interesting sensory detail
			<ul style="list-style-type: none"> sentence fluency by using a variety of sentence lengths and patterns, with increasing fluidity
			<ul style="list-style-type: none"> effective word choice by using purposeful figurative and sensory language with some sophistication and risk-taking
			<ul style="list-style-type: none"> an engaging and authentic voice
			<ul style="list-style-type: none"> an organization that includes an enticing opening, followed by a purposeful sequence of well-developed ideas, that lead to an imaginative or interesting conclusion
			Create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring
			<ul style="list-style-type: none"> development of ideas by making connections to personal feeling, experiences, opinions, and information
			<ul style="list-style-type: none"> an expressive and individualistic voice
			<ul style="list-style-type: none"> an organization in which key ideas are evident
			<i>Strategies (Writing and Representing)</i>
			Select and use strategies before writing and representing, including
			<ul style="list-style-type: none"> setting a purpose

			<ul style="list-style-type: none"> identifying an audience, genre, and form
			<ul style="list-style-type: none"> analysing examples of successful writing and representing in different forms and genres to identify key criteria
			<ul style="list-style-type: none"> developing class-generated criteria
			<ul style="list-style-type: none"> generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research
			Select and use strategies during writing and representing to express and refine thoughts, including
			<ul style="list-style-type: none"> referring to class-generated criteria
			<ul style="list-style-type: none"> analysing models of literature
			<ul style="list-style-type: none"> accessing multiple sources of information
			<ul style="list-style-type: none"> consulting reference material
			<ul style="list-style-type: none"> considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency
			<ul style="list-style-type: none"> ongoing revising and editing
			Select and use strategies after writing and representing to improve their work, including
			<ul style="list-style-type: none"> checking their work against established criteria
			<ul style="list-style-type: none"> reading aloud and listening for fluency
			<ul style="list-style-type: none"> revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)
			<ul style="list-style-type: none"> editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)
			<i>Thinking (Writing and Representing)</i>
			Use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts
			Use writing and representing to extend thinking, by
			<ul style="list-style-type: none"> developing explanations
			<ul style="list-style-type: none"> analyzing the relationships in ideas and information
			<ul style="list-style-type: none"> exploring new ideas (e.g., making generalizations, speculating about alternative viewpoints)
			Reflect on and assess their writing and representing, by
			<ul style="list-style-type: none"> referring their work to criteria

			<ul style="list-style-type: none"> • setting goals and creating a plan for improvement
			<ul style="list-style-type: none"> • taking steps toward achieving goals
			<i>Features (Writing and Representing)</i>
			Use the features and conventions of language to express meaning in their writing and representing, including
			<ul style="list-style-type: none"> • complete simple, compound, and complex sentences
			<ul style="list-style-type: none"> • subordinate (i.e., dependent) clauses
			<ul style="list-style-type: none"> • correct subject-verb and pronoun agreement in sentences with compound subjects
			<ul style="list-style-type: none"> • correct and effective use of punctuation
			<ul style="list-style-type: none"> • conventional Canadian spelling for familiar and frequently used words
			<ul style="list-style-type: none"> • spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus)
			<ul style="list-style-type: none"> • Information taken from secondary sources with source citation
			<ul style="list-style-type: none"> • legible writing appropriate to context and purpose

Term			Fine Arts 7 (1998)
1	2	3	It is expected that students will:
			DANCE
			<i>Elements of Movement</i>
			<ul style="list-style-type: none"> • use the elements of movement in a variety of combinations
			<ul style="list-style-type: none"> • demonstrate techniques associated with particular dance styles
			<ul style="list-style-type: none"> • apply the principles of movement to dance
			<ul style="list-style-type: none"> • apply fitness, health, and safety considerations to movement
			<ul style="list-style-type: none"> • use appropriate terminology to describe technique
			<i>Creation and Composition</i>
			<ul style="list-style-type: none"> • create movement in response to the expressive elements of music and sound
			<ul style="list-style-type: none"> • create movement sequences using pattern and narrative choreographic forms, individually and with others
			<ul style="list-style-type: none"> • apply the creative process to revise dance compositions
			<ul style="list-style-type: none"> • transform given dance sequences
			<i>Presentation and Performance</i>
			<ul style="list-style-type: none"> • rehearse dance for specific performance environments
			<ul style="list-style-type: none"> • apply appropriate performance skills in a range of presentations
			<ul style="list-style-type: none"> • demonstrate audience etiquette appropriate to a variety of performance situations
			<ul style="list-style-type: none"> • perform dance, communicating the sense of feeling and mood in the choreography
			<ul style="list-style-type: none"> • revise their performances through self- and peer evaluation
			<i>Dance and Society</i>
			<ul style="list-style-type: none"> • compare dances from a variety of historical and cultural contexts
			<ul style="list-style-type: none"> • describe the purposes of dance in various cultures
			<ul style="list-style-type: none"> • analyse the roles portrayed in a variety of dances
			<ul style="list-style-type: none"> • assess personal and career opportunities in dance
			DRAMA
			<i>Exploration and Imagination</i>
			<ul style="list-style-type: none"> • select a means of communication to express ideas and emotions in dramatic work

			<ul style="list-style-type: none"> • demonstrate leadership and responsibility within the group
			<ul style="list-style-type: none"> • establish criteria to critique a dramatic work
			<ul style="list-style-type: none"> • demonstrate respect for the perspectives of self and others
			<i>Drama Skills</i>
			<ul style="list-style-type: none"> • demonstrate an understanding of the relationships among roles within dramatic work
			<ul style="list-style-type: none"> • represent abstract concepts through dramatic work
			<ul style="list-style-type: none"> • alter language and movement of a role to fit changing dramatic situations
			<ul style="list-style-type: none"> • interpret their characters' motivations within a dramatic work
			<ul style="list-style-type: none"> • select design elements and materials to create desired effects and environments to enhance dramatic work
			<i>Context</i>
			<ul style="list-style-type: none"> • analyse the role of drama in a variety of historical and cultural contexts
			<ul style="list-style-type: none"> • demonstrate an understanding of how social values are communicated in dramatic presentations
			<ul style="list-style-type: none"> • identify personal and career opportunities in the dramatic arts
			<ul style="list-style-type: none"> • demonstrate respect for the nature of the audience
			MUSIC
			<i>Structure (Elements of Rhythm)</i>
			<ul style="list-style-type: none"> • perform rhythmic compositions using vocal or instrumental skills
			<ul style="list-style-type: none"> • apply knowledge of form and the principles of design to create rhythmic compositions
			<ul style="list-style-type: none"> • notate rhythms in a variety of metres
			<ul style="list-style-type: none"> • use appropriate music terminology to describe rhythm and metre
			<i>Structure (Elements of Melody)</i>
			<ul style="list-style-type: none"> • apply an understanding of melodic direction, tonal centre, and contour to perform expressive phrasing
			<ul style="list-style-type: none"> • maintain a part within complex textures and harmonies
			<ul style="list-style-type: none"> • apply knowledge of form and the principles of design to create melodic compositions
			<ul style="list-style-type: none"> • notate melodic patterns
			<ul style="list-style-type: none"> • apply appropriate music terminology to describe melody and harmony
			<i>Thoughts, Images, and Feelings</i>

		<ul style="list-style-type: none"> • apply the elements of rhythm, melody, and expression to interpret a range of thoughts, images, and feelings
		<ul style="list-style-type: none"> • evaluate choices of the elements of expression used in their compositions
		<ul style="list-style-type: none"> • describe the elements of expression using appropriate music terminology
Context (Self and Community)		
		<ul style="list-style-type: none"> • apply skills and attitudes appropriate to a range of music experiences, demonstrating: <ul style="list-style-type: none"> - audience and performance etiquette - performance skills - respect for the contributions of others
		<ul style="list-style-type: none"> • demonstrate responsibility to themselves and the group while experiencing music
		<ul style="list-style-type: none"> • demonstrate the ability to provide and accept constructive feedback
		<ul style="list-style-type: none"> • assess personal and career opportunities in music
Context (Historical and Cultural)		
		<ul style="list-style-type: none"> • compare music from a range of historical and cultural contexts
		<ul style="list-style-type: none"> • compare music created for a variety of purposes
		<ul style="list-style-type: none"> • create music for a given purpose
		<ul style="list-style-type: none"> • demonstrate respect for music from various historical and cultural contexts
VISUAL ARTS		
Image-Development and Design Strategies		
(Perceiving/Responding)		
		<ul style="list-style-type: none"> • compare a variety of images of given subjects in different media and styles
		<ul style="list-style-type: none"> • analyse image-development and design strategies used by various artists for a variety of purposes
		<ul style="list-style-type: none"> • defend personal preferences for particular image-development and design strategies
		<ul style="list-style-type: none"> • demonstrate an awareness of ethical considerations associated with reproduction as an image-development strategy
(Creating/Communicating)		
		<ul style="list-style-type: none"> • make 2-D and 3-D images: <ul style="list-style-type: none"> - using a variety of sources - using a variety of image-development strategies, including juxtaposition and metamorphosis - using design strategies from a variety of styles - for specific purposes - that solve complex design problems, considering form and function - that engage more than one of the senses

			Context
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> • identify distinctive characteristics of images from a variety of historical and cultural contexts
			<ul style="list-style-type: none"> • demonstrate an understanding of the impact of images within various social, historical, and cultural contexts
			<ul style="list-style-type: none"> • demonstrate an understanding of the influence of social, historical, and cultural contexts on artists and their images
			<ul style="list-style-type: none"> • evaluate preferences for selected works of art
			<ul style="list-style-type: none"> • evaluate the effectiveness of a variety of displays
			<ul style="list-style-type: none"> • assess personal and career opportunities in visual arts
			<ul style="list-style-type: none"> • demonstrate respect for the work of self and others
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> • create images that: <ul style="list-style-type: none"> - convey beliefs and values - incorporate the styles of selected artists from a variety of social, historical, and cultural contexts
			<ul style="list-style-type: none"> • demonstrate the ability to collaborate to develop group displays for particular audiences
			<ul style="list-style-type: none"> • select appropriate images from their collections for presentation and evaluation
			Visual Elements and Principles of Art and Design
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> • analyse images that emphasize particular elements and principles
			<ul style="list-style-type: none"> • analyse how the elements and principles are used to create effects and to convey mood and meaning in images
			<ul style="list-style-type: none"> • evaluate the use of elements and principles in their work
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> • create images: <ul style="list-style-type: none"> - using the elements and principles to produce particular styles of art - emphasizing particular elements and principles - using the elements and principles to produce a variety of effects and to convey mood and meaning
			Materials, Technologies, and Processes
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> • evaluate the use of materials, tools, equipment, and processes in a variety of artworks
			<ul style="list-style-type: none"> • demonstrate an understanding of safety and environmental considerations in the use of materials, tools, equipment, and processes
			<ul style="list-style-type: none"> • use appropriate vocabulary to describe materials, tools, equipment, and processes

			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> • select materials, tools, equipment, and processes to make images
			<ul style="list-style-type: none"> • demonstrate a willingness to experiment with a variety of materials, tools, equipment, and processes
			<ul style="list-style-type: none"> • use and maintain materials, tools, equipment, and work space in a safe and an environmentally sensitive manner

Term			Health and Career (2006)
1	2	3	It is expected that students will:
			<i>Goals and Decisions</i>
			<ul style="list-style-type: none"> design a plan to achieve a specific goal
			<ul style="list-style-type: none"> demonstrate an ability to apply a decision-making model to a specific situation
			<i>Career Development</i>
			<ul style="list-style-type: none"> classify jobs according to career clusters (e.g., by type of industry, type of work, personal interests)
			<ul style="list-style-type: none"> identify skills that are transferable to a range of school and recreational situations (e.g., time management, teamwork, problem solving, communication, adaptability)
			<i>Health: Healthy Living</i>
			<ul style="list-style-type: none"> analyse factors (including media and peer) that influence personal health decisions
			<ul style="list-style-type: none"> describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence
			<ul style="list-style-type: none"> demonstrate an ability to access community information and support services for a variety of health issues
			<ul style="list-style-type: none"> demonstrate an understanding of the life-threatening nature of HIV/AIDS (e.g., HIV/AIDS damages the immune system, there is currently no known cure for HIV/AIDS)
			<i>Health: Healthy Relationships</i>
			<ul style="list-style-type: none"> identify characteristics of healthy relationships and unhealthy relationships (e.g., healthy relationships – respect, open communication; unhealthy relationships – jealousy, power imbalance, lack of empathy)
			<ul style="list-style-type: none"> describe a variety of influences on relationships (e.g., peers, family, media, physical and emotional changes as a result of puberty)
			<ul style="list-style-type: none"> demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying
			<i>Health: Safety and Injury Prevention</i>
			<ul style="list-style-type: none"> identify safety strategies that can be used to avoid potentially abusive or exploitative situations (e.g., personal safety rules and strategies for using the Internet, knowing and recognizing tricks and lures used by abusers telling a trusted adult)
			<ul style="list-style-type: none"> propose strategies to avoid potentially unsafe situations on the road and in the community (e.g., recognize hazards and potential for injury, use assertive communication skills, use protective equipment, get relevant training and education)
			<i>Health: Substance Misuse Prevention</i>
			<ul style="list-style-type: none"> analyse media and social influences related to substance misuse
			<ul style="list-style-type: none"> describe healthy alternatives to substance misuse (e.g., stress management, substance-free social activities)

Key to symbols used in Mathematics section

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

Term			Mathematics (2007)
1	2	3	Number
<i>It is expected that students will:</i>			
			<ul style="list-style-type: none"> 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]
			<ul style="list-style-type: none"> 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]
			<ul style="list-style-type: none"> solve problems involving percents from 1% to 100% [C, CN, PS, R, T]
			<ul style="list-style-type: none"> demonstrate an understanding of the relationship between positive repeating decimals and positive fractions, and positive terminating decimals and positive fractions [C, CN, R, T]
			<ul style="list-style-type: none"> demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences) [C, CN, ME, PS, R, V]
			<ul style="list-style-type: none"> demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically [C, CN, PS, R, V]
			<ul style="list-style-type: none"> 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]
Patterns and Relations			
<i>Patterns</i>			
			<ul style="list-style-type: none"> demonstrate an understanding of oral and written patterns and their equivalent linear relations [C, CN, R]
			<ul style="list-style-type: none"> 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]
Variables and Equations			
			<ul style="list-style-type: none"> demonstrate an understanding of preservation of equality by modelling preservation of equality concretely, pictorially, and symbolically, applying preservation of equality to solve equations [C, CN, PS, R, V]
			<ul style="list-style-type: none"> explain the difference between an expression and an equation [C, CN]
			<ul style="list-style-type: none"> evaluate an expression given the value of the variable(s) [CN, R]

		<ul style="list-style-type: none"> 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]
		<ul style="list-style-type: none"> model and solve problems that can be represented by linear equations of the form $ax + b = c$ $ax = b$ $x/a = b, a \neq 0$ concretely, pictorially, and symbolically, where $a, b,$ and c are whole numbers [CN, PS, R, V]
Shape and Space		
<i>Measurement</i>		
		<ul style="list-style-type: none"> 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, and solving problems involving the radii, diameters, and circumferences of circles [C, CN, R, V]
		<ul style="list-style-type: none"> develop and apply a formula for determining the area of triangles, parallelograms and circles [CN, PS, R, V]
3-D Object and 2-D Shapes		
		<ul style="list-style-type: none"> perform geometric constructions, including perpendicular line segments, parallel line segments, perpendicular bisectors, and angle bisectors [CN, R, V]
<i>Transformations</i>		
		<ul style="list-style-type: none"> identify and plot points in the four quadrants of a Cartesian plane using integral ordered pairs [C, CN, V]
		<ul style="list-style-type: none"> 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]
Statistics and Probability		
<i>Data Analysis</i>		
		<ul style="list-style-type: none"> demonstrate an understanding of central tendency and range by, determining the measures of central tendency (mean, median, mode) and range, and determining the most appropriate measures of central tendency to report findings [C, PS, R, T]
		<ul style="list-style-type: none"> determine the effect on the mean, median, and mode when an outlier is included in a data set [C, CN, PS, R]
		<ul style="list-style-type: none"> construct, label, and interpret circle graphs to solve problems [C, CN, PS, R, T, V]
Chance and Uncertainty		
		<ul style="list-style-type: none"> express probabilities as ratios, fractions, and percents [C, CN, R, T, V]
		<ul style="list-style-type: none"> 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]

			<ul style="list-style-type: none">• 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]
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Term			Physical Education (1995)
1	2	3	It is expected that students will:
			Active Living
			<ul style="list-style-type: none"> participate regularly in physical activity to develop components of fitness and motor abilities
			<ul style="list-style-type: none"> demonstrate a willingness to participate in a variety of activities from all movement categories
			<ul style="list-style-type: none"> identify and explain the effects of exercise on the body systems before, during, and after exercise
			<ul style="list-style-type: none"> select safe activities that promote personal fitness and a healthy lifestyle
			<ul style="list-style-type: none"> set and modify goals to develop personal fitness and motor abilities
			<ul style="list-style-type: none"> explain fitness components and principles of training
			<ul style="list-style-type: none"> identify factors that affect choices of physical activity for life
			<ul style="list-style-type: none"> explain the benefits of warm-up and cool-down activities
			<ul style="list-style-type: none"> record and analyse personal nutritional habits
			<ul style="list-style-type: none"> identify factors to consider when planning outdoor activities and the impact of physical activities on the environment
			<ul style="list-style-type: none"> describe the relationships between physical activity, stress management, and relaxation
			<ul style="list-style-type: none"> demonstrate a personal functional level of physical fitness
			Movement (Alternative-Environment Activities)
			<ul style="list-style-type: none"> participate safely in an outdoor experience
			<ul style="list-style-type: none"> demonstrate activity-specific motor skills from activities in a variety of alternative environments
			Movement (Dance)
			<ul style="list-style-type: none"> use the creative process to develop dances, alone and with others
			<ul style="list-style-type: none"> refine and present dance sequences from a variety of dance forms, alone and with others
			<ul style="list-style-type: none"> select, refine, and present movement sequences using elements of body awareness, space awareness, qualities, and relationships in dance activities
			Movement (Games)
			<ul style="list-style-type: none"> demonstrate basic offensive and defensive strategies
			<ul style="list-style-type: none"> demonstrate ways to send, receive, and retain possession of an object with increasing speed and accuracy
			<ul style="list-style-type: none"> demonstrate body mechanics to improve performance in game activities
			<ul style="list-style-type: none"> demonstrate activity-specific motor skills from activities in a variety of games

		<ul style="list-style-type: none"> select and combine movement concepts and skills to create co-operative and competitive game activities
<i>Movement (Gymnastics)</i>		
		<ul style="list-style-type: none"> select, refine, and present gymnastic sequences using movement concepts and skills
		<ul style="list-style-type: none"> select, combine, and perform gymnastic movements in complex sequences
		<ul style="list-style-type: none"> perform sequences using small equipment and large apparatus, alone or with others
		<ul style="list-style-type: none"> demonstrate body mechanics to improve gymnastic skills
<i>Movement (Individual and Dual Activities)</i>		
		<ul style="list-style-type: none"> apply activity-specific motor skills related to individual and dual activities
		<ul style="list-style-type: none"> apply body mechanics to improve performances in individual and dual activities
		<ul style="list-style-type: none"> aim and project an object at a target with increasing accuracy and distance
<i>Personal and Social Responsibility</i>		
		<ul style="list-style-type: none"> identify, describe, and follow the rules, routines, and procedures of safety in a variety of activities and in all movement categories
		<ul style="list-style-type: none"> identify and demonstrate positive behaviours that show respect for individuals' potential, interests, and cultural backgrounds
		<ul style="list-style-type: none"> demonstrate self-confidence while participating in physical activity
		<ul style="list-style-type: none"> demonstrate etiquette and fair play
		<ul style="list-style-type: none"> select and assume responsibility for various roles while participating in physical activity
		<ul style="list-style-type: none"> describe the leadership skills used while participating in physical activity
		<ul style="list-style-type: none"> identify the knowledge and skills required to qualify for specific careers related to physical activities

Term			Science (2005)
1	2	3	It is expected that students will:
			<i>Processes and Skills of Science</i>
			<ul style="list-style-type: none"> test a hypothesis by planning and conducting an experiment that controls for two or more variables
			<ul style="list-style-type: none"> create models that help to explain scientific concepts and hypotheses
			<i>Life Science: Ecosystems</i>
			<ul style="list-style-type: none"> analyse the roles of organisms as part of interconnected food webs, populations, communities, and ecosystems
			<ul style="list-style-type: none"> assess survival needs and interactions between organisms and the environment
			<ul style="list-style-type: none"> assess the requirements for sustaining healthy local ecosystems
			<ul style="list-style-type: none"> evaluate human impacts on local ecosystems
			<i>Physical Science: Chemistry</i>
			<ul style="list-style-type: none"> conduct investigations into properties of matter
			<ul style="list-style-type: none"> classify substances as elements, compounds, and mixtures
			<ul style="list-style-type: none"> measure substances and solutions according to pH, solubility, and concentration
			<i>Earth and Space Science: Earth's Crust</i>
			<ul style="list-style-type: none"> compare the characteristics of the Earth's core, mantle, and crust, and describe the formation of rocks
			<ul style="list-style-type: none"> analyze the dynamics of tectonic plate movement and landmass formation
			<ul style="list-style-type: none"> explain how the Earth's surface changes over time

Choices for a **Second Language** are:

American Sign Language
 Core French
 German
 Italian
 Japanese
 Mandarin
 Punjabi
 Spanish

Click on, or copy and paste the following website into your browser's address bar, to see the learning outcomes for languages other than Core French 7 or Spanish 7 (which are included in this document).

http://www.bced.gov.bc.ca/irp/irp_lang.htm

Term			Core French (1997)
1	2	3	It is expected that students will:
			<i>Communicating</i>
			<ul style="list-style-type: none"> ask for and give simple information
			<ul style="list-style-type: none"> exchange information about themselves
			<ul style="list-style-type: none"> participate in classroom activities
			<ul style="list-style-type: none"> begin to derive meaning in new language situations
			<i>Acquiring Information</i>
			<ul style="list-style-type: none"> extract and retrieve specific information from French-language resources to complete authentic tasks
			<ul style="list-style-type: none"> express acquired information in oral and visual forms
			<i>Exploring Creative Works</i>
			<ul style="list-style-type: none"> respond to creative works from the Francophone world
			<i>Understanding Cultural Influences</i>
			<ul style="list-style-type: none"> identify elements of Francophone cultures present in British Columbia and Canada
			<ul style="list-style-type: none"> compare the daily lives of students in Canadian Francophone communities to their own lives

Term			Spanish (2005)
1	2	3	It is expected that students will:
			<i>Communicating</i>
			<ul style="list-style-type: none"> ask for and give simple information
			<ul style="list-style-type: none"> exchange information about themselves
			<ul style="list-style-type: none"> recognize and use formal and informal forms of address
			<ul style="list-style-type: none"> share information about activities and interests
			<ul style="list-style-type: none"> participate in classroom activities
			<ul style="list-style-type: none"> begin to derive meaning in new language situations
			<i>Acquiring Information</i>
			<ul style="list-style-type: none"> extract and retrieve selected information from Spanish-language resources to complete meaningful tasks
			<ul style="list-style-type: none"> express acquired information in oral, visual and simple written forms
			<i>Experiencing Creative Works</i>
			<ul style="list-style-type: none"> respond to creative works from the Hispanic world
			<i>Understanding Cultural Influences</i>
			<ul style="list-style-type: none"> identify and compare selected characteristics of various Hispanic cultures
			<ul style="list-style-type: none"> compare the daily lives of young people in various Hispanic communities to their own

Term			Social Studies (2006)
1	2	3	It is expected that students will:
<i>Skills and Processes of Social Studies</i>			
			<ul style="list-style-type: none"> • apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
			<ul style="list-style-type: none"> • use various types of graphs, tables, timelines, and maps to obtain or communicate information
			<ul style="list-style-type: none"> • compile a body of information from a range of sources
			<ul style="list-style-type: none"> • deliver a formal presentation on a selected issue or inquiry using two or more forms of representation
			<ul style="list-style-type: none"> • defend a position on a contemporary or historical issue
<i>Identity, Society, and Culture</i>			
			<ul style="list-style-type: none"> • analyse the concept of <i>civilization</i> as it applies to selected ancient cultures
			<ul style="list-style-type: none"> • analyse social roles within one or more ancient civilizations
			<ul style="list-style-type: none"> • identify influences and contributions of ancient societies to present-day cultures
<i>Governance</i>			
			<ul style="list-style-type: none"> • describe the evolution and purpose of rules, laws, and government in ancient civilizations
			<ul style="list-style-type: none"> • assess how ancient systems of laws and government have contributed to current Canadian political and legal systems
<i>Economy and Technology</i>			
			<ul style="list-style-type: none"> • describe various ways ancient peoples exchanged goods and services
			<ul style="list-style-type: none"> • assess ways technological innovations enabled ancient peoples to: <ul style="list-style-type: none"> - adapt to and modify their environments - satisfy their needs - increase exploration and trade - develop their cultures
			<ul style="list-style-type: none"> • compare ancient and modern communications media
<i>Human and Physical Environment</i>			
			<ul style="list-style-type: none"> • compare ancient and modern communications media
			<ul style="list-style-type: none"> • assess how physical environments affected ancient civilizations
			<ul style="list-style-type: none"> • identify the impact of human activity on physical environments in ancient civilizations