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|  | **Learning Outcomes for Grade 7** |
|  | **English Language Arts** |
|  | **Oral Language (Speaking and Listening)** |
| A1 | * use speaking and listening to interact with others for the purposes of

– contributing to group success – discussing and analysing ideas and opinions (e.g., debating) – improving and deepening comprehension – discussing concerns and resolving problems – negotiating consensus or agreeing to differ– completing a variety of tasks |
| A2 | * use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by

– using prior knowledge and/or other sources of evidence – staying on topic in focussed discussions – presenting in a clear, focussed, organized, and effective manner– explaining and effectively supporting viewpoints |
| A3 | * listen critically to understand and analyse ideas and information, by

– summarizing and synthesizing – generating questions – visualizing and sharing– making inferences and drawing conclusions – interpreting the speaker’s verbal and nonverbal messages, purposes, and perspectives – analysing and evaluating– ignoring distractions |
|  | **Strategies (Oral Language)** |
| A4 | * select and use various strategies when interacting with others, including

– accessing prior knowledge – making and sharing connections  – asking questions for clarification and understanding – taking turns as speaker and listener  – paraphrasing to clarify meaning |
| A5 | * select and use various strategies when expressing and presenting ideas, information, and feelings, including

– setting a purpose – accessing prior knowledge– generating ideas – making and sharing connections– asking questions to clarify and confirm meaning– organizing information – practising delivery – self-monitoring and self-correcting in response to feedback |
| A6 | * select and use various strategies when listening to make and clarify meaning, including

– accessing prior knowledge– making predictions about content before listening – focussing on the speaker – listening for specifics– generating questions– recalling, summarizing, and synthesizing – drawing inferences and conclusions – distinguishing between fact and opinion– visualizing – monitoring comprehension |
|  | **Thinking (Oral Language)** |
| A7 | * demonstrate enhanced vocabulary knowledge and usage
 |
| A8 | * use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts
 |
| A9 | * use speaking and listening to improve and extend thinking, by

– questioning and speculating – acquiring new ideas – analysing and evaluating ideas – developing explanations – considering alternative viewpoints – summarizing and synthesizing – problem solving |
| A10 | * reflect on and assess their speaking and listening, by

– referring to class-generated criteria – considering and incorporating peer and adult feedback – setting goals and creating a plan for improvement – taking steps toward achieving goals |
|  | **Features (Oral Language)** |
| A11 | * recognize and apply the features of oral language to convey and derive meaning, including

– context (e.g., audience, purpose, situation) – text structure – a variety of sentence lengths, structures, and types – smooth transitions and connecting words – syntax (i.e., grammar and usage) – diction – nonverbal communication – receptive listening posture |
| A12 | * 2 recognize the structures and patterns of language in oral texts, including

– literary devices– sound devices – structural sequencing cues – idiomatic expressions |
|  | **Purposes (Reading and Viewing)** |
| B1 | * read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including

– stories from Aboriginal and other cultures– literature reflecting a variety of ancient and modern cultures – short stories and novels exposing students to unfamiliar contexts– short plays that are straightforward in form and content– poetry in a variety of forms |
| B2 | * read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including

– non-fiction books– textbooks and other instructional materials – visual or graphic materials – reports and articles – reference materials – appropriate web sites – instructions and procedures – advertising and promotional materials |
| B3 | * read and reread just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension
 |
| B4 | * demonstrate comprehension of visual texts with specialized features and complex ideas (e.g., visual components of media such as magazines, newspapers, web sites, reference books, graphic novels, broadcast media, videos, advertising and promotional materials)
 |
|  | **Strategies (Reading and Viewing)** |
| B5 | * select and use various strategies before reading and viewing to develop understanding of text, including

– setting a purpose and considering personal reading goals– accessing prior knowledge to make and share connections – making predictions – asking questions – previewing texts |
| B6 | * select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including

– predicting – making connections– visualizing – asking and answering questions – making inferences and drawing conclusions– using ‘text features’ – self-monitoring and self-correcting – figuring out unknown words – reading selectively – determining the importance of ideas/events – summarizing and synthesizing |
| B7 | * select and use various strategies after reading and viewing to confirm and extend meaning, including

– self-monitoring and self-correcting – generating and responding to questions – making inferences and drawing conclusions– reflecting and responding – visualizing – using ‘text features’ to locate information – using graphic organizers to record information – summarizing and synthesizing |
|  | **Features (Reading and Viewing)** |
| B8 | * respond to selections they read or view, by

– expressing opinions and making judgments supported by reasons, explanations, and evidence – explaining connections (text-to-self, text-to-text, and text-to-world) – identifying personally meaningful selections, passages, and images |
| B9 | * read and view to improve and extend thinking, by

– analysing and evaluating ideas and information – comparing various viewpoints – summarizing and synthesizing to create new ideas |
| B10 | * reflect on and assess their reading and viewing, by

– referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals |
|  | **Features (Reading and Viewing)** |
| B11 | * explain how structures and features of text work to develop meaning, including

– form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlink, pull-quotes) – literary elements (e.g., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme) – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea) – literary devices (e.g., imagery, onomatopoeia, simile, metaphor, symbolism, personification)– idiomatic expressions |
|  | **Purposes (Writing and Representing)** |
| C1 | * write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring

– clearly developed ideas by using effective supporting details, explanations, analysis, and insights – sentence fluency through sentence variety and patterns with increasingly natural rhythm and flow – effective word choice through the use of precise nouns, and powerful verbs and modifiers – an honest and engaging voice – an organization that is meaningful, logical, and effective, and showcases a central idea or theme |
| C2 | * write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring

– clearly developed ideas by using focussed and useful supporting details, analysis, and explanations – sentence fluency through strong, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style – effective word choice by using content words, precise nouns, and powerful verbs and modifiers– a voice demonstrating an appreciation and interest in the topic – an organization that includes 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 |
| C3 | * write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring

– strategically developed ideas by using interesting sensory detail– sentence fluency by using a variety of sentence lengths and patterns, with increasing fluidity – effective word choice by using purposeful figurative and sensory language with some sophistication and risk-taking – an engaging and authentic voice – an organization that includes an enticing opening, followed by a purposeful sequence of well-developed ideas that lead to an imaginative or interesting conclusion |
| C4 | * create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas relevant to the topic, featuring

– development of ideas by making connections to personal feelings, experiences, opinions, and information – an expressive and individualistic voice – an organization in which key ideas are evident |
|  | **Strategies (Writing and Representing)** |
| C5 | * select and use various strategies before writing and representing, including

– setting a purpose – identifying an audience, genre, and form – analysing examples of successful writing and representing in different forms and genres to identify key criteria – developing class-generated criteria – generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research |
| C6 | * select and use various strategies during writing and representing to express and refine thoughts, including

– referring to class-generated criteria– analysing models of literature – accessing multiple sources of information – consulting reference materials – considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency – ongoing revising and editing |
| C7 | * select and use various strategies after writing and representing to improve their work, including

– checking their work against established criteria– reading aloud and listening for fluency– revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) – editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling) |
|  | **Thinking (Writing and Representing)** |
| C8 | * use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts
 |
| C9 | * use writing and representing to extend thinking, by

– developing explanations– analysing the relationships in ideas and information – exploring new ideas (e.g., making generalizations, speculating about alternative viewpoints) |
| C10 | * reflect on and assess their writing and representing, by

– relating their work to criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals |
|  | **Features (Writing and Representing)** |
| C11 | * use the features and conventions of language to express meaning in their writing and representing, including

– complete simple, compound, and complex sentences – subordinate and independent clauses – correct subject-verb and pronoun agreement in sentences with compound subjects – correct and effective use of punctuation – conventional Canadian spelling for familiar and frequently used words – spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus) – information taken from secondary sources with source citation – legible writing appropriate to context and purpose |
|  | **Mathematics** |
|  | **Number** |
| A1 | * 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
 |
| A2 | * 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
 |
| A3 | * solve problems involving percents from 1% to 100%
 |
| A4 | * demonstrate an understanding of the relationship between positive repeating decimals and positive fractions, and positive terminating decimals and positive fractions
 |
| A5 | * 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)
 |
| A6 | * demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically
 |
| A7 | * compare and order positive fractions, positive decimals (to thousandths) and whole numbers by using

 -benchmarks -place value -equivalent fractions and/or decimals |
|  | **PATTERNS AND RELATIONS** |
|  | **Patterns** |
| B1 | * demonstrate an understanding of oral and written patterns and their equivalent linear relations
 |
| B2 | * create a table of values from a linear relation, graph the table of values, and analyze the graph to draw conclusions and solve problem
 |
|  | **Variables and Equations** |
| B3 | * demonstrate an understanding of preservation of equality by modelling preservation of equality concretely, pictorially, and symbolically applying preservation of equality to solve equations
 |
| B4 | * explain the difference between an expression and an equation
 |
| B5 | * evaluate an expression given the value of the variable(s)
 |
| B6 | * 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
 |
| B7 | * model and solve problems that can be represented by linear equations of the form

 -*ax* + *b* = *c* -*ax* = *b* -*a/b=x*  concretely, pictorially, and symbolically, where *a*, *b*, and *c* are whole numbers  |
|  | **SHAPE AND SPACE** |
|  | **Measurement** |
| C1 | * 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 |
| C2 | * develop and apply a formula for determining the area of

-triangles -parallelograms -circles |
|  | **3-D Objects and 2-D Shapes** |
| C3 | * perform geometric constructions, including

-perpendicular line segments-parallel line segments-perpendicular bisectors-angle bisectors |
|  | **Transformations** |
| C4 | * identify and plot points in the four quadrants of a Cartesian plane using integrated ordered pairs
 |
| C5 | * 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)
 |
|  | **STATISTICS AND PROBABILITY** |
|  | **Data Analysis** |
| D1 | * 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 |
| D2 | * determine the effect on the mean, median, and mode when an outlier is included in a data set
 |
| D3 | * construct, label, and interpret circle graphs to solve problems
 |
|  | **Chance and Uncertainty** |
| D4 | * express probabilities as ratios, fractions, and percents
 |
| D5 | * identify the sample space (where the combined sample space has 36 or fewer elements) for a probability experiment involving two independent events
 |
| D6 | * 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
 |
|  | **Science** |
|  | **Processes and Skills of Science** |
|  | **It is expected that students will:** |
| 1 | * test a hypothesis by planning and conducting an experiment that controls for two or more variables
 |
| 2 | * create models that help to explain scientific concepts and hypotheses
 |
|  | **Life Science: Ecosystems** |
|  | **It is expected that students will:** |
| 3 | * analyze the roles of organisms as part of interconnected food webs, populations, communities, and ecosystems
 |
| 4 | * assess survival needs and interactions between organisms and the environment
 |
| 5 | * assess the requirements for sustaining healthy local ecosystems
 |
| 6 | * evaluate human impacts on local ecosystems
 |
|  | **Physical Science: Chemistry** |
|  | **It is expected that students will:** |
| 6 | * conduct investigations into properties of matter
 |
| 7 | * classify substances as elements, compounds, and mixtures
 |
| 8 | * measure substances and solutions according to pH, solubility, and concentration
 |
|  | **Earth and Space Science: Earth’s Crust** |
|  | **It is expected that students will:** |
| 10 | * compare the characteristics of the Earth’s core, mantle, and crust, and describe the formation of rocks
 |
| 11 | * analyze the dynamics of tectonic plate movement and landmass formation
 |
| 12 | * explain how the Earth’s surface changes over time
 |
|  | **Social Studies** |
|  | **SKILLS AND PROCESSES OF SOCIAL STUDIES** |
|  | **It is expected that students will:** |
| A1 | * 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
 |
| A2 | * use various types of graphs, tables, timelines, and maps to obtain or communicate information
 |
| A3 | * compile a body of information from a range of sources
 |
| A4 | * deliver a formal presentation on a selected issue or inquiry using two or more forms of representation
 |
| A5 | * defend a position on a contemporary or historical issue
 |
|  | **IDENTITY, SOCIETY, AND CULTURE** |
|  | **It is expected that students will:** |
| B1 | * analyze the concept of *civilization* as it applies to selected ancientcultures
 |
| B2 | * analyze social roles within one or more ancient civilizations
 |
| B3 | * identify influences and contributions of ancient societies to present‐day cultures
 |
|  | **GOVERNANCE** |
|  | **It is expected that students will:** |
| C1 | * describe the evolution and purpose of rules, laws, and government in ancient civilizations
 |
| C2 | * assess how ancient systems of laws and government have contributed to current Canadian political and legal systems
 |
|  | **ECONOMY AND TECHNOLOGY** |
|  | **It is expected that students will:** |
| D1 | * describe various ways ancient peoples exchanged goods and services
 |
| D2 | * assess ways technological innovations enabled ancient peoples to

 -adapt to and modify their environments -satisfy their needs -increase exploration and trade -develop their cultures |
| D3 | * compare ancient and modern communications media
 |
|  | **HUMAN AND PHYSICAL ENVIRONMENT** |
|  | **It is expected that students will:** |
| E1 | * assess how physical environments affected ancient civilizations
 |
| E2 | * identify the impact of human activity on physical environments in ancient civilizations
 |
|  | **Health and Career Education** |
|  | **Goals and Decisions** |
|  | **It is expected that students will:** |
| A1 | * design a plan to achieve a specific goal
 |
| A2 | * demonstrate an ability to apply a decision‐making model to a specific situation
 |
|  | **Career Development** |
|  | **It is expected that students will:** |
| B1 | * classify jobs according to career clusters (e.g., by type of industry, type of work, personal interests)
 |
| B2 | * identify skills that are transferable to a range of school and recreational situations (e.g., time management, teamwork, problem solving, communication, adaptability)
 |
|  | **Health** |
|  | **Healthy Living** |
|  | **It is expected that students will:** |
| C1 | * analyze factors (including media and peer) that influence personal health decisions
 |
| C2 | * describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence
 |
| C3 | * demonstrate an ability to access community information and support services for a variety of health issues
 |
| C4 | * 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)
 |
|  | **Healthy Relationships** |
|  | **It is expected that students will:** |
| C5 | * identify characteristics of healthy relationships and unhealthy relationships (e.g., healthy relationships – respect, open communication; unhealthy relationships – jealousy, power imbalance, lack of empathy)
 |
| C6 | * describe a variety of influences on relationships (e.g., peers, family, media, physical and emotional changes as a result of puberty)
 |
| C7 | * demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying
 |
|  | **Safety and Injury Prevention** |
|  | **It is expected that students will:** |
| C8 | * 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)
 |
| C9 | * 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)
 |
|  | **Substance Misuse Prevention** |
|  | **It is expected that students will:** |
| C10 | * analyze media and social influences related to substance misuse
 |
| C11 | * describe healthy alternatives to substance misuse (e.g., stress management, substance‐free social activities)
 |
|  | **Physical Education** |
|  | **Active Living** |
|  | **Knowledge** |
|  | **It is expected that students will:** |
| A1 | * relates the effects of regular participation in physical activities to quality of life
 |
| A2 | * analyzes the relationship between personal nutritional choices and participation in physical activities
 |
| A3 | * assesses his/her heart rate during physical activity in relation to target heart rate zones
 |
| A4 | * designs a plan for achieving physical activity goals
 |
|  | **Participation** |
|  | **It is expected that students will:** |
| A5 | * participates daily in a variety of moderate to vigorous physical activities
 |
|  | **Movement Skills** |
|  | **It is expected that students will:** |
| B1 | * applies learned movement skills in new and unfamiliar physical activities
 |
| B2 | * demonstrates proper technique to send and receive objects with accuracy, distance and control
 |
| B3 | * performs nonlocomotor, locomotor and manipulative movement sequences effectively
 |
|  | **Safety, Fair Play, and Leadership** |
|  | **It is expected that students will:** |
| C1 | * applies safe procedures for specific physical activities
 |
| C2 | * models fair play in all aspects of physical activity
 |
| C3 | * models leadership in creating a positive climate for physical activity
 |
|  | **Fine Arts** |
|  | **Dance** |
|  | **Creating Dance** |
|  | **It is expected that students will:** |
| A1 | * create movement in response to a variety of sounds, music, images, and feelings
 |
| A2 | * create movement sequences using pattern and narrative choreographic forms, individually and with others
 |
| A3 | * apply the creative process — with emphasis on refining and reflecting — to choreograph dance
 |
|  | **Elements of Dance** |
| B1 | * use the elements of movement in a variety of combinations
 |
| B2 | * apply the principles of movement — alignment, balance, flexibility, strength, and breathing — to dance
 |
| B3 | * demonstrate techniques associated with particular dance styles
 |
| B4 | * apply health and safety considerations to dance
 |
|  | **Context** |
| C1 | * compare dances from a variety of historical, cultural, and social contexts
 |
| C2 | * assess personal opportunities for lifelong participation in dance
 |
|  | **Presenting and Performing** |
| D1 | * rehearse dance for specific performance environments
 |
| D2 | * apply appropriate performance skills in a range of dance settings
 |
| D3 | * apply appropriate performance skills in a range of dance settings
 |
|  | **Drama** |
|  | **Exploring and Creating** |
|  | **It is expected that students will:** |
| A1 | * use the creative process to explore a range of issues and abstract concepts
 |
| A2 | * create roles that are true to the drama
 |
| A3 | * demonstrate collaboration skills during drama, including

− respecting and encouraging others − contributing to a trusting environment − willingness to work with all others in group |
|  | **Drama Forms, Strategies, and Skills** |
| B1 | * apply vocal elements and movement elements to communicate and interpret meaning
 |
| B2 | * demonstrate active engagement in a variety of drama forms
 |
| B3 | * participate safely in drama activities
 |
|  | **Context** |
| C1 | * analyse the role of drama in a variety of social, cultural, and historical contexts
 |
| C2 | * demonstrate an understanding of how social values are communicated in drama
 |
| C3 | * assess lifelong opportunities in drama
 |
|  | **Presenting and Performing** |
| D1 | * perform drama for specific purposes and audiences
 |
| D2 | * apply established criteria to analyse their own and others’ performances
 |
|  | **Music** |
|  | **Exploring and Creating** |
|  | **It is expected that students will:** |
| A1 | * apply rhythm, melody, and elements of expression in performance repertoire to interpret a range of thoughts, images, and feelings
 |
| A2 | * assess how music evokes thoughts, images, and feelings
 |
| A3 | * compose music for a specific purpose
 |
|  | **Elements and Skills** |
| B1 | * sing or play rhythmic compositions in a variety of simple and compound metres
 |
| B2 | * sing or play from aural sources
 |
| B3 | * perform expressive phrasing of melodies
 |
| B4 | * maintain a melodic or harmonic part in textures
 |
| B5 | * use standard notation to represent melody, rhythm, and elements of expression
 |
| B6 | * describe form in rhythmic and melodic structure
 |
| B7 | * demonstrate safe use of voices and instruments
 |
|  | **Context** |
| C1 | * participate in music from a range of historical, cultural, and social contexts
 |
| C2 | * assess personal opportunities in music
 |
|  | **Presenting and Performing** |
| D1 | * apply skills and attitudes appropriate to a range of music performance experiences, demonstrating:

− performance skills and etiquette − audience engagement and response − respect for the contributions of others |
| D2 | * apply established criteria to analyse their own and others’ performances
 |
|  | **Visual Arts** |
|  | **Creative Processes** |
|  | **It is expected that students will:** |
| A1 | * use a variety of image sources to create images, including observation, emotions, ideas and concepts, imagination, memories, and sensory experiences
 |
| A2 | * create images using a range of image-development strategies, including

− juxtaposition − metamorphosis − distortion – exaggeration |
| A3 | * create images using the principle of unity to produce a variety of effects
 |
| A4 | * create images using a variety of materials, technologies, and processes
 |
| A5 | * create 2-D and 3-D images

− that convey personal or social beliefs and values − for specific purposes − that incorporate the styles of selected artists from a variety of social, historical, and cultural contexts |
|  | Skills and Strategies |
| B1 | * analyse and apply a wide variety of image sources and image development strategies
 |
| B2 | * analyse and apply unity as created by combining visual elements in a coherent way
 |
| B3 | * analyse and apply a variety of materials, technologies, and processes to create artworks
 |
| B4 | * demonstrate safe and environmentally responsible use of materials, technologies, and processes
 |
|  | **Context** |
| C1 | * analyse visual arts styles from a variety of social, historical, and cultural contexts
 |
| C2 | * assess the relationship between selected artists and their social, historical, and cultural contexts
 |
| C3 | * describe ethical considerations associated with reproduction and appropriation of images
 |
| C4 | * assess personal opportunities in visual arts
 |
|  | **Exhibition and Response** |
| D1 | * create a structured critical response to artworks and exhibitions
 |
| D2 | * develop group and individual exhibitions for particular audiences and purposes
 |
|  | **French** |
|  | **It is expected that students will:** |
|  | * uses spoken French to share information
 |
|  | * uses a variety of strategies and skills to predict and confirm meaning
 |
|  | * asks for and give simple information
 |
|  | * exchanges information about themselves
 |
|  | * participate in classroom activities using simple French
 |
|  | * begins to derive meaning in new language situations
 |
|  | * extracts and retrieve specific information from French language resources to complete authentic tasks
 |
|  | * expresses acquired information in oral and visual forms
 |
|  | * responds to creative works from the Francophone world
 |
|  | * identifies elements of Francophone cultures present in British Columbia and Canada
 |
|  | * compares the daily lives of students in Canadian Francophone communities to their own lives
 |