

Learning Outcomes for Grade 7

English Language Arts

Oral Language (Speaking and Listening)

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| A1 | <ul style="list-style-type: none">• use speaking and listening to interact with others for the purposes of<ul style="list-style-type: none">– 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 | <ul style="list-style-type: none">• 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– staying on topic in focussed discussions– presenting in a clear, focussed, organized, and effective manner– explaining and effectively supporting viewpoints |
| A3 | <ul style="list-style-type: none">• listen critically to understand and analyse ideas and information, by<ul style="list-style-type: none">– 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)

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| A4 | <ul style="list-style-type: none">• select and use various strategies when interacting with others, including<ul style="list-style-type: none">– accessing prior knowledge– making and sharing connections– asking questions for clarification and understanding– taking turns as speaker and listener– paraphrasing to clarify meaning |
| A5 | <ul style="list-style-type: none">• select and use various strategies when expressing and presenting ideas, information, and feelings, including<ul style="list-style-type: none">– 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 | <ul style="list-style-type: none">• select and use various strategies when listening to make and clarify meaning, including<ul style="list-style-type: none">– accessing prior knowledge– making predictions about content before listening– focussing on the speaker– listening for specifics– generating questions |

	<ul style="list-style-type: none"> – recalling, summarizing, and synthesizing – drawing inferences and conclusions – distinguishing between fact and opinion – visualizing – monitoring comprehension
Thinking (Oral Language)	
A7	<ul style="list-style-type: none"> • demonstrate enhanced vocabulary knowledge and usage
A8	<ul style="list-style-type: none"> • use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts
A9	<ul style="list-style-type: none"> • use speaking and listening to improve and extend thinking, by <ul style="list-style-type: none"> – questioning and speculating – acquiring new ideas – analysing and evaluating ideas – developing explanations – considering alternative viewpoints – summarizing and synthesizing – problem solving
A10	<ul style="list-style-type: none"> • reflect on and assess their speaking and listening, by <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • 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) – 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	<ul style="list-style-type: none"> • 2 recognize the structures and patterns of language in oral texts, including <ul style="list-style-type: none"> – literary devices – sound devices – structural sequencing cues – idiomatic expressions
Purposes (Reading and Viewing)	
B1	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • 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 – 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	<ul style="list-style-type: none"> • read and reread just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension
B4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • select and use various 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 – accessing prior knowledge to make and share connections – making predictions – asking questions – previewing texts
B6	<ul style="list-style-type: none"> • select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • select and use various strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • 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 – explaining connections (text-to-self, text-to-text, and text-to-world) – identifying personally meaningful selections, passages, and images
B9	<ul style="list-style-type: none"> • read and view to improve and extend thinking, by <ul style="list-style-type: none"> – analysing and evaluating ideas and information – comparing various viewpoints – summarizing and synthesizing to create new ideas
B10	<ul style="list-style-type: none"> • reflect on and assess their reading and viewing, by <ul style="list-style-type: none"> – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals
Features (Reading and Viewing)	
B11	<ul style="list-style-type: none"> • 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) – ‘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	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • 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 – 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	<ul style="list-style-type: none"> • create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas relevant to the topic, featuring <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • select and use various strategies before writing and representing, including <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • select and use various strategies during writing and representing to express and refine thoughts, including <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • select and use various strategies after writing and representing to improve their work, including <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts
C9	<ul style="list-style-type: none"> • use writing and representing to extend thinking, by <ul style="list-style-type: none"> – developing explanations – analysing the relationships in ideas and information – exploring new ideas (e.g., making generalizations, speculating about alternative viewpoints)
C10	<ul style="list-style-type: none"> • reflect on and assess their writing and representing, by <ul style="list-style-type: none"> – relating their work to criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals
Features (Writing and Representing)	
C11	<ul style="list-style-type: none"> • 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 – subordinate and independent clauses – correct subject-verb and pronoun agreement in sentences with compound subjects

	<ul style="list-style-type: none"> – 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	<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
A2	<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
A3	<ul style="list-style-type: none"> • solve problems involving percents from 1% to 100%
A4	<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
A5	<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)
A6	<ul style="list-style-type: none"> • demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically
A7	<ul style="list-style-type: none"> • compare and order positive fractions, positive decimals (to thousandths) and whole numbers by using <ul style="list-style-type: none"> -benchmarks -place value -equivalent fractions and/or decimals
PATTERNS AND RELATIONS	
Patterns	
B1	<ul style="list-style-type: none"> • demonstrate an understanding of oral and written patterns and their equivalent linear relations
B2	<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 problem
Variables and Equations	
B3	<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
B4	<ul style="list-style-type: none"> • explain the difference between an expression and an equation
B5	<ul style="list-style-type: none"> • evaluate an expression given the value of the variable(s)
B6	<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
B7	<ul style="list-style-type: none"> • model and solve problems that can be represented by linear equations of the form <ul style="list-style-type: none"> -$ax + b = c$ -$ax = b$

	- $a/b=x$ concretely, pictorially, and symbolically, where a , b , and c are whole numbers
SHAPE AND SPACE	
Measurement	
C1	<ul style="list-style-type: none"> demonstrate an understanding of circles by <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> develop and apply a formula for determining the area of <ul style="list-style-type: none"> triangles parallelograms circles
3-D Objects and 2-D Shapes	
C3	<ul style="list-style-type: none"> perform geometric constructions, including <ul style="list-style-type: none"> perpendicular line segments parallel line segments perpendicular bisectors angle bisectors
Transformations	
C4	<ul style="list-style-type: none"> identify and plot points in the four quadrants of a Cartesian plane using integrated ordered pairs
C5	<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)
STATISTICS AND PROBABILITY	
Data Analysis	
D1	<ul style="list-style-type: none"> demonstrate an understanding of central tendency and range by <ul style="list-style-type: none"> determining the measures of central tendency (mean, median, mode) and range determining the most appropriate measures of central tendency to report findings
D2	<ul style="list-style-type: none"> determine the effect on the mean, median, and mode when an outlier is included in a data set
D3	<ul style="list-style-type: none"> construct, label, and interpret circle graphs to solve problems
Chance and Uncertainty	
D4	<ul style="list-style-type: none"> express probabilities as ratios, fractions, and percents
D5	<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
D6	<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
Science	
Processes and Skills of Science	

	It is expected that students will:
1	<ul style="list-style-type: none"> test a hypothesis by planning and conducting an experiment that controls for two or more variables
2	<ul style="list-style-type: none"> create models that help to explain scientific concepts and hypotheses
Life Science: Ecosystems	
	It is expected that students will:
3	<ul style="list-style-type: none"> analyze the roles of organisms as part of interconnected food webs, populations, communities, and ecosystems
4	<ul style="list-style-type: none"> assess survival needs and interactions between organisms and the environment
5	<ul style="list-style-type: none"> assess the requirements for sustaining healthy local ecosystems
6	<ul style="list-style-type: none"> evaluate human impacts on local ecosystems
Physical Science: Chemistry	
	It is expected that students will:
6	<ul style="list-style-type: none"> conduct investigations into properties of matter
7	<ul style="list-style-type: none"> classify substances as elements, compounds, and mixtures
8	<ul style="list-style-type: none"> measure substances and solutions according to pH, solubility, and concentration
Earth and Space Science: Earth's Crust	
	It is expected that students will:
10	<ul style="list-style-type: none"> compare the characteristics of the Earth's core, mantle, and crust, and describe the formation of rocks
11	<ul style="list-style-type: none"> analyze the dynamics of tectonic plate movement and landmass formation
12	<ul style="list-style-type: none"> explain how the Earth's surface changes over time
Social Studies	
SKILLS AND PROCESSES OF SOCIAL STUDIES	
	It is expected that students will:
A1	<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
A2	<ul style="list-style-type: none"> use various types of graphs, tables, timelines, and maps to obtain or communicate information
A3	<ul style="list-style-type: none"> compile a body of information from a range of sources
A4	<ul style="list-style-type: none"> deliver a formal presentation on a selected issue or inquiry using two or more forms of representation
A5	<ul style="list-style-type: none"> defend a position on a contemporary or historical issue
IDENTITY, SOCIETY, AND CULTURE	
	It is expected that students will:
B1	<ul style="list-style-type: none"> analyze the concept of <i>civilization</i> as it applies to selected ancient cultures
B2	<ul style="list-style-type: none"> analyze social roles within one or more ancient civilizations

B3	<ul style="list-style-type: none"> identify influences and contributions of ancient societies to present-day cultures
GOVERNANCE	
It is expected that students will:	
C1	<ul style="list-style-type: none"> describe the evolution and purpose of rules, laws, and government in ancient civilizations
C2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> describe various ways ancient peoples exchanged goods and services
D2	<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
D3	<ul style="list-style-type: none"> compare ancient and modern communications media
HUMAN AND PHYSICAL ENVIRONMENT	
It is expected that students will:	
E1	<ul style="list-style-type: none"> assess how physical environments affected ancient civilizations
E2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> design a plan to achieve a specific goal
A2	<ul style="list-style-type: none"> demonstrate an ability to apply a decision-making model to a specific situation
Career Development	
It is expected that students will:	
B1	<ul style="list-style-type: none"> classify jobs according to career clusters (e.g., by type of industry, type of work, personal interests)
B2	<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)
Health	
Healthy Living	
It is expected that students will:	
C1	<ul style="list-style-type: none"> analyze factors (including media and peer) that influence personal health decisions
C2	<ul style="list-style-type: none"> describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence

C3	<ul style="list-style-type: none"> demonstrate an ability to access community information and support services for a variety of health issues
C4	<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)
Healthy Relationships	
It is expected that students will:	
C5	<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)
C6	<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)
C7	<ul style="list-style-type: none"> demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying
Safety and Injury Prevention	
It is expected that students will:	
C8	<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)
C9	<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)
Substance Misuse Prevention	
It is expected that students will:	
C10	<ul style="list-style-type: none"> analyze media and social influences related to substance misuse
C11	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> relates the effects of regular participation in physical activities to quality of life
A2	<ul style="list-style-type: none"> analyzes the relationship between personal nutritional choices and participation in physical activities
A3	<ul style="list-style-type: none"> assesses his/her heart rate during physical activity in relation to target heart rate zones
A4	<ul style="list-style-type: none"> designs a plan for achieving physical activity goals
Participation	
It is expected that students will:	
A5	<ul style="list-style-type: none"> participates daily in a variety of moderate to vigorous physical activities
Movement Skills	
It is expected that students will:	
B1	<ul style="list-style-type: none"> applies learned movement skills in new and unfamiliar physical activities

B2	<ul style="list-style-type: none"> • demonstrates proper technique to send and receive objects with accuracy, distance and control
B3	<ul style="list-style-type: none"> • performs nonlocomotor, locomotor and manipulative movement sequences effectively
Safety, Fair Play, and Leadership	
It is expected that students will:	
C1	<ul style="list-style-type: none"> • applies safe procedures for specific physical activities
C2	<ul style="list-style-type: none"> • models fair play in all aspects of physical activity
C3	<ul style="list-style-type: none"> • models leadership in creating a positive climate for physical activity
Fine Arts	
Dance	
Creating Dance	
It is expected that students will:	
A1	<ul style="list-style-type: none"> • create movement in response to a variety of sounds, music, images, and feelings
A2	<ul style="list-style-type: none"> • create movement sequences using pattern and narrative choreographic forms, individually and with others
A3	<ul style="list-style-type: none"> • apply the creative process — with emphasis on refining and reflecting — to choreograph dance
Elements of Dance	
B1	<ul style="list-style-type: none"> • use the elements of movement in a variety of combinations
B2	<ul style="list-style-type: none"> • apply the principles of movement — alignment, balance, flexibility, strength, and breathing — to dance
B3	<ul style="list-style-type: none"> • demonstrate techniques associated with particular dance styles
B4	<ul style="list-style-type: none"> • apply health and safety considerations to dance
Context	
C1	<ul style="list-style-type: none"> • compare dances from a variety of historical, cultural, and social contexts
C2	<ul style="list-style-type: none"> • assess personal opportunities for lifelong participation in dance
Presenting and Performing	
D1	<ul style="list-style-type: none"> • rehearse dance for specific performance environments
D2	<ul style="list-style-type: none"> • apply appropriate performance skills in a range of dance settings
D3	<ul style="list-style-type: none"> • apply appropriate performance skills in a range of dance settings
Drama	
Exploring and Creating	
It is expected that students will:	
A1	<ul style="list-style-type: none"> • use the creative process to explore a range of issues and abstract concepts

A2	<ul style="list-style-type: none"> • create roles that are true to the drama
A3	<ul style="list-style-type: none"> • demonstrate collaboration skills during drama, including <ul style="list-style-type: none"> – respecting and encouraging others – contributing to a trusting environment – willingness to work with all others in group
Drama Forms, Strategies, and Skills	
B1	<ul style="list-style-type: none"> • apply vocal elements and movement elements to communicate and interpret meaning
B2	<ul style="list-style-type: none"> • demonstrate active engagement in a variety of drama forms
B3	<ul style="list-style-type: none"> • participate safely in drama activities
Context	
C1	<ul style="list-style-type: none"> • analyse the role of drama in a variety of social, cultural, and historical contexts
C2	<ul style="list-style-type: none"> • demonstrate an understanding of how social values are communicated in drama
C3	<ul style="list-style-type: none"> • assess lifelong opportunities in drama
Presenting and Performing	
D1	<ul style="list-style-type: none"> • perform drama for specific purposes and audiences
D2	<ul style="list-style-type: none"> • apply established criteria to analyse their own and others' performances
Music	
Exploring and Creating	
It is expected that students will:	
A1	<ul style="list-style-type: none"> • apply rhythm, melody, and elements of expression in performance repertoire to interpret a range of thoughts, images, and feelings
A2	<ul style="list-style-type: none"> • assess how music evokes thoughts, images, and feelings
A3	<ul style="list-style-type: none"> • compose music for a specific purpose
Elements and Skills	
B1	<ul style="list-style-type: none"> • sing or play rhythmic compositions in a variety of simple and compound metres
B2	<ul style="list-style-type: none"> • sing or play from aural sources
B3	<ul style="list-style-type: none"> • perform expressive phrasing of melodies
B4	<ul style="list-style-type: none"> • maintain a melodic or harmonic part in textures
B5	<ul style="list-style-type: none"> • use standard notation to represent melody, rhythm, and elements of expression
B6	<ul style="list-style-type: none"> • describe form in rhythmic and melodic structure
B7	<ul style="list-style-type: none"> • demonstrate safe use of voices and instruments

	Context
C1	<ul style="list-style-type: none"> participate in music from a range of historical, cultural, and social contexts
C2	<ul style="list-style-type: none"> assess personal opportunities in music
	Presenting and Performing
D1	<ul style="list-style-type: none"> apply skills and attitudes appropriate to a range of music performance experiences, demonstrating: <ul style="list-style-type: none"> performance skills and etiquette audience engagement and response respect for the contributions of others
D2	<ul style="list-style-type: none"> apply established criteria to analyse their own and others' performances
	Visual Arts
	Creative Processes
	It is expected that students will:
A1	<ul style="list-style-type: none"> use a variety of image sources to create images, including observation, emotions, ideas and concepts, imagination, memories, and sensory experiences
A2	<ul style="list-style-type: none"> create images using a range of image-development strategies, including <ul style="list-style-type: none"> juxtaposition metamorphosis distortion exaggeration
A3	<ul style="list-style-type: none"> create images using the principle of unity to produce a variety of effects
A4	<ul style="list-style-type: none"> create images using a variety of materials, technologies, and processes
A5	<ul style="list-style-type: none"> create 2-D and 3-D images <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> analyse and apply a wide variety of image sources and image development strategies
B2	<ul style="list-style-type: none"> analyse and apply unity as created by combining visual elements in a coherent way
B3	<ul style="list-style-type: none"> analyse and apply a variety of materials, technologies, and processes to create artworks
B4	<ul style="list-style-type: none"> demonstrate safe and environmentally responsible use of materials, technologies, and processes
	Context
C1	<ul style="list-style-type: none"> analyse visual arts styles from a variety of social, historical, and cultural contexts
C2	<ul style="list-style-type: none"> assess the relationship between selected artists and their social, historical, and cultural contexts
C3	<ul style="list-style-type: none"> describe ethical considerations associated with reproduction and appropriation of images

C4	<ul style="list-style-type: none"> • assess personal opportunities in visual arts
Exhibition and Response	
D1	<ul style="list-style-type: none"> • create a structured critical response to artworks and exhibitions
D2	<ul style="list-style-type: none"> • develop group and individual exhibitions for particular audiences and purposes
French	
It is expected that students will:	
	<ul style="list-style-type: none"> • uses spoken French to share information
	<ul style="list-style-type: none"> • uses a variety of strategies and skills to predict and confirm meaning
	<ul style="list-style-type: none"> • asks for and give simple information
	<ul style="list-style-type: none"> • exchanges information about themselves
	<ul style="list-style-type: none"> • participate in classroom activities using simple French
	<ul style="list-style-type: none"> • begins to derive meaning in new language situations
	<ul style="list-style-type: none"> • extracts and retrieve specific information from French language resources to complete authentic tasks
	<ul style="list-style-type: none"> • expresses acquired information in oral and visual forms
	<ul style="list-style-type: none"> • responds to creative works from the Francophone world
	<ul style="list-style-type: none"> • identifies elements of Francophone cultures present in British Columbia and Canada
	<ul style="list-style-type: none"> • compares the daily lives of students in Canadian Francophone communities to their own lives