

History

The curriculum organizes the knowledge and skills that students need to acquire to demonstrate learning into two strands:

- Strand A: **New France and British North America, 1713–1800**
- Strand B: **Canada, 1800–1850: Conflict and Challenges**

Students will explore the social, political, economic and legal changes in Canada between 1713 and 1850. They will further explore the experiences and challenges faced by different groups in this time period and compare them to the experiences of present day Canadians.

Geography

The curriculum organizes the knowledge and skills that students need to acquire to demonstrate learning into two strands:

- Strand A: **Physical Patterns in A Changing World**
- Strand B: **Natural Resources Around the World: Use and Sustainability**

Students will explore opportunities and challenges presented by the physical environment and the ways in which people around the world have responded to them. They will further examine the relationship between the Earth's physical features and the distribution of the Earth's natural resources while exploring ways of preserving global resources.

Physical Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into two strands, or areas of learning: **Active Living** and **Movement Competence: Skills, Concepts, and Strategies**.

Health Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into three strands, or areas of learning: **Understanding Health Concepts, Making Healthy Choices, and Making Connections for Healthy Living**

The Arts

Education in the arts is essential to students' intellectual, social, physical, and emotional growth and well-being. Experiences in the arts – **dance, drama, music, and visual arts** – play a valuable role in helping students to achieve their potential as learners, make connections with other subjects and the world around them.



Contact Information

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Mission Statement: Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

Vision Statement: Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.

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CURRICULUM OVERVIEW: GRADE 7



Religious Education

York Catholic District School Board uses the Canadian *We Are Strong Together* series. The focus of the Grade 7 program, **Believe in Me**, assists young believers in nurturing their faith relationship with God through Christ in a Spirit filled community. This program encourages students to reflect on the underlying beliefs of the Apostles' Creed while applying these beliefs in their daily lives.

Family Life

Fully Alive is a Family Life Education program developed for Ontario Catholic schools. This program is organized into five themes: **Created and Loved by God, Living in Relationship, Created Sexual, Growing in Commitment, and Living in the World.**

Language Arts

The curriculum organizes the knowledge and skills that students need to become literate into the following four strands:

- **Oral Communication**
 - listen in order to understand and respond appropriately (e.g., analyze arguments on both sides of a class debate)
 - use speaking skills and strategies appropriately (e.g., use emotive language in a persuasive appeal to a large group)
 - reflect on and identify their strengths and next steps as listeners and speakers (e.g., *How does reading about an issue help you participate in a discussion about it?*)
- **Reading**
 - read and demonstrate an understanding of a variety of texts (e.g., autobiographies, mysteries, surveys, newspaper articles) using a range of strategies to make meaning (e.g., *What does the author do to engage our sympathy for the main character?*)
 - recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning (e.g., foreshadowing, metaphor)
 - use knowledge of words and cueing system to read fluently (e.g., read in role with suitable emphasis and paraphrasing to dramatize a text for an audience)
 - reflect on and identify their strengths and next steps as readers (e.g., *What questions do you ask yourself that help you monitor your reading?*)
- **Writing**
 - generate, gather, and organize ideas and information to write for an intended purpose and audience (e.g., an autobiography for a web page)
 - draft and revise their writing (e.g., an argument stating the opposing points of view on a community issue)

- use editing, proofreading, and publishing skills and strategies (e.g., supply captions and text boxes to accompany the photographs in a photo essay)
- reflect on and identify their strengths and next steps as writers (e.g., select writing pieces that reflect their growth and competence as writers and explain their reasons for their choices)
- **Media Literacy**
 - demonstrate an understanding of a variety of media texts (e.g., team uniform, mascot, CD)
 - identify some media forms and explain how the conventions and techniques associated with them are used to create meaning (e.g., identify different camera angles used for the photographs in the advertisements and explain their effect)
 - create a variety of media texts (e.g., a multimedia report on a unit of study for history)
 - reflect on and identify their strengths and next steps as media interpreters and creators (e.g., *What writing skills might help you improve the effectiveness of your own media texts?*)

Core French

The curriculum is organized in four strands: **Listening, Speaking, Reading and Writing.** The language and language learning skills in the four strands overlap with and strengthen one another. Effective instructional activities often blend expectations from two or more strands in order to provide students with the kinds of experiences that promote meaningful learning.

French Immersion (if applicable)

French Immersion is intended for students whose parents do not have a French background but would like their children to become fluent in French. Although the curriculum is the same as in the English language program, the language of instruction is French. Students will receive 50% of their instructional time in French. Please note that Language Arts, Science, Social Studies, Physical Education and Health, and the Arts (Dance, Drama, Visual Arts) are taught in French. Language, Mathematics, Religion and Family Life, and music are taught in English.

Mathematics

The curriculum organizes the knowledge and skills that students need to become numerate in five strands, or areas of learning:

- **Number Sense and Numeration:** representing and ordering decimals (to hundredths), fractions, and integers; representing squares and square roots; dividing whole numbers by simple fractions and decimals; adding and subtracting simple fractions and integers; multiplying and dividing decimal numbers to thousandths by one-digit whole

numbers; applying order of operations in expressions with brackets; relating fractions, decimals, and percents; solving problems involving whole-number percents and unit rates

- **Measurement:** converting between metric units, including converting between square centimetres and square metres; developing the area relationship for a trapezoid; developing and applying the formula for the volume of a prism; determining and applying surface-area relationships for prisms; relating millilitres and cubic centimetres
- **Geometry and Spatial Sense:** constructing parallel, perpendicular, and intersecting lines; sorting and classifying triangles and quadrilaterals by geometric properties; constructing angle bisectors and perpendicular bisectors; investigating relationships among congruent shapes; relating enlarging and reducing to similar shapes; comparing similar and congruent shapes; performing and describing dilations; tiling a plane; plotting points in all four quadrants
- **Patterning and Algebra:** representing linear growing patterns; representing patterns algebraically; modelling real-life relationships involving constant rates graphically and algebraically; translating phrases, using algebraic expressions; finding the term in a pattern algebraically when given any term number; solving linear equations using concrete materials or inspection and guess and check
- **Data Management and Probability:** collecting and organizing categorical, discrete, and continuous data; displaying data in relative frequency tables and circle graphs; identifying bias in data; relating changes in data to changes in central tendency; making inferences based on data; investigating real-world applications of probability; determining the theoretical probability of two independent events

Science and Technology

The curriculum organizes the knowledge and skills that students need to acquire, demonstrate and apply into four strands, or areas of learning:

- Understanding Life Systems: **Interactions in the Environment**
- Understanding Structures and Mechanisms: **Form and Function**
- Understanding Matter and Energy: **Pure Substances and Mixtures**
- Understanding Earth and Space Systems: **Heat in the Environment**

