

Grade 7 Curriculum Framework					Months: March-April 2021	
Core Competencies						
Students will be...						
Communicating <ul style="list-style-type: none"> I can listen to and contribute ideas in conversation I can ask questions to further my understanding I can present my ideas clearly in an organized way 	Collaborating <ul style="list-style-type: none"> I can work with others to carry out a goal I can play an active role in a group I can reflect on our group efforts and our results 	Creative Thinking <ul style="list-style-type: none"> I form ideas as I explore interests I build on others' ideas to create new things I keep working with ideas I use my strategies to think creatively 	Critical & Reflective Thinking <ul style="list-style-type: none"> I can explore and ask open-ended questions to gather information I can use criteria and evidence to make judgements I can develop and design different solutions I can give and received feedback and set goals 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can make goals, monitor progress, and celebrate my growth I can advocate for myself and my ideas I recognize my feelings and use strategies to handle difficult times I can make choices that keep me happy, healthy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can describe who I am, and positive qualities and strengths I can describe some of my values I can explain why I make specific choices I can explain how being in different groups helps me learn about myself 	Social Awareness & Responsibility <ul style="list-style-type: none"> I can show respect, kindness and support for others I appreciate others' ideas and can stand up for what's right and fair I can use strategies to solve problems in peaceful ways I can contribute to my community and care for the environment
Big Ideas						
Students will understand...						
English Language Arts	Français - immersion	Math	Socials	Science		
Reading, Listening and Viewing <ul style="list-style-type: none"> Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens Texts can be understood from different perspectives Writing, Speaking and Representing <ul style="list-style-type: none"> Exploring and sharing multiple perspectives extends our thinking Using language in creative and playful ways helps us understand how language works 	<ul style="list-style-type: none"> S'interroger sur le ressenti et les non-dits d'un message permet d'en construire le sens. La forme d'un texte joue un rôle tout aussi important que son fond pour transmettre un message et créer l'effet désiré. 	<ul style="list-style-type: none"> Numbers: Decimals, fractions, and percents are used to represent and describe parts and wholes of numbers. Computational Fluency: Computational fluency and flexibility with numbers extend to operations with integers and decimals. Patterning: Linear relations can be represented in many connected ways to identify regularities and make generalizations. Data & Probability: Data from circle graphs can be used to illustrate proportion and to compare and interpret. 	<ul style="list-style-type: none"> Increasingly complex societies required new systems of laws and government Economic specialization and trade networks can lead to conflict and co-operation between societies 	<ul style="list-style-type: none"> Elements consist of one type of atom, and compounds consist of atoms of different elements chemically combine The electromagnetic force produces both electricity and magnetism 		
Learning Standards						
Students will do / know...						
English Language Arts	Français - immersion	Math	Socials	Science		
Focus: Form and Conventions Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize an increasing range of text structures and how they contribute to meaning Think critically, creatively, and reflectively to explore ideas within, between and beyond texts Recognize an increasing range of text structures and how they contribute to meaning 	Explorer et réfléchir: <ul style="list-style-type: none"> Repérer des éléments poétiques et expliquer leurs effets sur le lecteur Identifier la structure d'un texte pour en faire ressortir l'organisation et l'enchaînement des idées Créer et communiquer: <ul style="list-style-type: none"> Organiser ses idées selon la structure la plus adéquate pour présenter ses travaux 	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> operations with integers (addition, subtraction, multiplication, division, and order of operations) relationships between decimals, fractions, ratios, and percents financial literacy – financial percentage circle graphs 	<ul style="list-style-type: none"> Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long term consequences (<i>social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas</i>) 	Question & Predict: demonstrate a sustained intellectual curiosity about a topic, make observations aimed at identifying questions about the natural world, identify a question / problem to solve through scientific inquiry, formulate alternative "If... Then," hypotheses, make predictions about the findings Analyze: experience & interpret the local environment, apply First Peoples perspectives & knowledge and other ways of knowing, use a variety of methods to represent patterns / relationships, identify patterns / connections in data, seek patterns and connections in data, use scientific understandings to identify relationships and draw conclusions		

<p>Through writing, speaking and representing students will:</p> <ul style="list-style-type: none"> • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts • Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuations • Transform ideas and information to create original texts 	<p>Rédiger des textes clairs et cohérents en respectant les structures à l'étude</p>			<p>Evaluate: reflect on investigation methods, identify sources of error, suggest improvements to methods, demonstrate an awareness of assumptions, demonstrate an understanding & appreciation of evidence, exercise a healthy, informed skepticism and use findings / scientific knowledge to evaluate claims in secondary sources, identify social /ethical / environmental implications of findings</p> <p>Apply and Innovate: contribute to caring for self / community / world through individual / collaborative approaches, cooperatively design projects, transfer and apply learning to new situations, generate and introduce new or refined ideas when problem solving</p> <p>Communicate: communicate findings using scientific language / representations / technology, express and reflect on a variety of experiences & perspectives of place</p>
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Ideas for In-class Instruction

English Language Arts	Français - immersion	Math	Socials	Science
<p>Introduce paragraph writing to compare and contrast. Have students practice writing paragraphs to compare and contrast topics from other curricular areas they are studying. for Example:</p> <ul style="list-style-type: none"> • Explain how <i>elements</i> and <i>compounds</i> are alike and how they are different • Compare and contrast historic/traditional first peoples laws and governance with present day systems of laws and governance. <p>Teacher Resources:</p> <ul style="list-style-type: none"> • Writing to compare and contrast teacher slides • Writing to compare and contrast student practice slides 	<p>Explorer les éléments poétiques dans différentes chansons/slams/textes pour les identifier, les nommer et discuter de leurs effets.</p> <p><u>Ressources suggérées</u></p> <ul style="list-style-type: none"> • Derrière le brouillard (paroles) de Grand Corps Malade et Louane • En fait de Véronique Grenier • ShortÉdition poèmes <p>Ecrire la poésie et Écrire la poésie 2 avec Simon Boulerice</p> <p>Comparer différents textes pour en identifier la structure et les idées importantes.</p> <p>Partez d'un concept exploré en sciences humaines qui permet de comparer des perspectives, des lieux ou des pratiques culturelles pour travailler le paragraphe comparatif - la structure, la planification et la rédaction. Transformer le paragraphe en un court texte de 4 paragraphes. Consultez cette ressource pour des exemples et des informations utiles.</p>	<p>Operations with Integers:</p> <p>Introduce operations with Integers using the zero-pair concept and manipulatives. Have students practice using integer manipulatives (Red/yellow coins) or other 2 colour manipulatives.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Make Math Visual has some great integer videos and prompts to demonstrate the Zero-pair concept. and connections to number lines. <p>Use Rich tasks to engage students and encourage critical thinking and rich discussions about numeracy.</p>	<p>First Peoples Governance</p> <p>Have students explore the traditional or ancestral form of BC First Nations Laws and Governance to appreciate what has changed and what is still intact in today's systems of governance.</p> <ul style="list-style-type: none"> • Resource: First Nations Government over time & Shaping First Nations Government (FNESC Unit 2 and 3 from BC First Nations Land, Title and Governance) • Note: other units in the resource may also be very useful <p>Possible Guiding Questions for Inquiry:</p> <ul style="list-style-type: none"> • What forms did traditional laws and governance systems take? • How has geography helped shape traditional First Nations societies? • What were the traditional systems of governance used to organize First Nations • What are the impacts of colonization on First Peoples Governance? • What impact did colonization have on the rights and freedoms of Canada's First Peoples? <p>Focus Inquiry: What was the role of potlatches or feasts in traditional governance?</p>	<p>Learn about the story of the many innovators and scientists of the past and how their Question - What is stuff made of lead to our understanding of atoms.</p> <p>What is an atom and how do we know?</p> <p>Conduct a demonstration of Vinegar and Baking Soda reacting to form new compounds. Explain what is happening at an atomic level (see this explanation).</p> <p>Have students design experiments using the scientific method.</p> <p>Possible Inquiry Questions:</p> <ul style="list-style-type: none"> • What is the best ratio of Baking Soda and Vinegar to make a reaction? • How much CO2 gas can be collected from differing amounts of either vinegar or baking soda • How big can the balloon get? <p>Explore the close relationship between magnetism and electricity through hands-on inquiry based activities and demonstrations. See BC Hydro Lessons for detailed activity guides.</p> <ul style="list-style-type: none"> • Can I create a magnet using electricity? • Can I create electricity with magnets?

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