

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Big Ideas	The form of a text plays as important a role as its content in conveying a message and creating a desired effect.	Français langue seconde - immersion 7		
Big Ideas	Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other's languages and cultures.	Français langue première 7		
Big Ideas	The form of a text plays as important a role as its content in conveying a message.	Français langue seconde - immersion 7	the way in which the statement is formulated, oral, written, visual, the statement, what is said	
Content	anthropological origins of humans	Social Studies 7	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ early origins of humans in Africa and the migration of early humans out of Africa to the rest of the world ○ interactions between early humans and Neanderthals ○ technological developments of early humans and the increasingly sophisticated use of stone tools and early metalworking ○ the shift of early humans from a nomadic hunter-gatherer way of life to more settled agricultural communities • Key question: 	○

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources	Social Studies 7	<ul style="list-style-type: none"> ○ What advantages did agriculture have over the hunter-gather way of life? • Sample activities: <ul style="list-style-type: none"> ○ Identify the key characteristics of physical environments that affected the following for selected ancient cultures: <ul style="list-style-type: none"> ▪ development and settlement (e.g., proximity to water, fertile land, natural resources, defensibility) ▪ the fall of the culture (e.g., earthquakes, tsunamis, volcanic activity, unsustainable human practices) ▪ interactions among cultures (e.g., mountain ranges, oceans, rivers) ○ Describe how humans adapted to their physical environment in ancient civilizations (e.g., architecture, transportation methods, clothing) ○ Create maps to show the key physical environmental characteristics of a selected ancient culture 	○

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	features and characteristics of civilizations and factors that lead to their rise and fall	Social Studies 7	<ul style="list-style-type: none"> • Key question: <ul style="list-style-type: none"> ◦ What types of strategies have different civilizations used to respond to similar challenges imposed by the physical environment? • Sample topics: <ul style="list-style-type: none"> ◦ components that are common to cultures around the world and throughout time (e.g., social organization, religion, traditions, celebrations, government, law, trade, communications, transportation, technology, fine arts, food, clothing, shelter, medicine, education) ◦ elements of civilizations such as advanced technology, specialized workers, record keeping, complex institutions, major urban centres 	◦
Content	origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas	Social Studies 7	<ul style="list-style-type: none"> • Sample topic: <ul style="list-style-type: none"> ◦ representations of the world according to the religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures 	◦
Content	scientific, philosophical, and technological developments	Social Studies 7	<ul style="list-style-type: none"> • Sample activities: <ul style="list-style-type: none"> ◦ Cite specific examples to explain the contributions of ancient 	◦

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Content	interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration	Social Studies 7	<p>cultures to the evolution of various fields of technology (e.g., astronomy, medicine, paper, sea travel, agriculture, ceramics)</p> <ul style="list-style-type: none"> ○ Compare selected technologies from selected ancient cultures in terms of materials, purpose, and impact on society and daily life • Sample topic: <ul style="list-style-type: none"> ○ inter-relationships and influences among selected ancient cultures (e.g., Egyptian adaptation of chariots from the Hyksos; Roman adaptation of Greek gods and mythology; adaptations of Sumerian writing system, Babylonian code of law, Sumerian irrigation system) • Key question: <ul style="list-style-type: none"> ○ What is the impact on language of increased trade and interactions between civilizations and cultures? • Sample activities: <ul style="list-style-type: none"> ○ List and describe aspects of current Canadian laws and government structures that have evolved from ancient civilizations 	○
Content	social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas	Social Studies 7	<ul style="list-style-type: none"> • Sample activities: <ul style="list-style-type: none"> ○ List and describe aspects of current Canadian laws and government structures that have evolved from ancient civilizations 	○

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	Personal Development	Career Education 7	<p>(e.g., rule of law, democracy, senate, representation)</p> <ul style="list-style-type: none"> ○ Describe examples of individual rights in ancient civilizations and compare them to individual rights in current Canadian society ○ Compare various social roles within a selected ancient culture in terms of daily life and how people met their basic needs (e.g., work, family structures, gender roles, class systems) ○ Create a chart or other representation to illustrate the economic and social hierarchy of roles and classes in a selected ancient culture (e.g., slaves, farmers, builders, merchants, artisans, scribes, teachers, priests, rulers) ○ List goods and services that people in ancient civilizations used in trade (e.g., items needed for survival and comfort, goods and services that could be offered for trade) ○ Explain how and why monetary systems evolved from bartering <p>includes inventories of preferences, skills, personal attitudes values, and interests, taking an</p>	

**Curricular
Competency
Group**

Type

Content

Curriculum

Elaboration

- goal-setting strategies
- **self-assessment**
- **project management**
- leadership
- problem-solving and decision-making strategies

idea, creating a plan (including timeline and resources), putting the plan into action, and reflecting on the process

Connections to Community

Content

- **local and global needs and opportunities**
- **cultural and social awareness**
- global citizenship
- volunteer opportunities

Career
Education 7

social justice, environmental stewardship, sustainability, effective use of resources, etc., achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.

Life and Career Plan

Content

- factors affecting types of jobs in the community
- technology in learning and working
- role of mentors, family, community, school, and personal network in decision making

Career
Education 7

**Curricular
Competency
Group**

Type	Content	Curriculum	Elaboration
Content	French letter patterns	Core French 7	such as groupings of letters that make the same sound (e.g., <i>au, aux, eau,</i> and <i>ô</i>), rhyming words, and letter patterns that have consistent pronunciations (e.g., <i>ait, -ment, oi, -tion,</i> and others)
Content	<p>common, high frequency vocabulary and sentence structures for communicating meaning:</p> <ul style="list-style-type: none"> • asking and responding to different types of questions • describing others • describing locations and giving directions • explaining reasons for likes, dislikes, and preferences • making simple comparisons • describing cultural aspects of communities 	Core French 7	<p>for example, <i>Combien...?; Comment...?; Est-ce que...?; Où...?; Pourquoi...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?</i>, such as family members, First Peoples Elders, friends, teachers, heroes; for example, <i>Mon père est un enseignant. Il est grand. Il aime les chiens. Il joue au tennis.</i>, for example, <i>à gauche, au parc, sur la table</i>, for example, <i>J'aime...parce que...; J'adore...parce que...; Je n'aime pas...parce que...; Je déteste...parce que...; Je préfère...parce que...</i>, for example, <i>J'aime les pommes, mais je préfère les bananes; Elle joue au basketball, mais je joue au soccer</i>, for example, activities, celebrations, clothing, festivals, food, land, music, protocol, traditions</p>
Content	common elements of stories	Core French 7	place, characters, setting, and plot, Stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
Content	information about Francophone and Francophone Métis communities across Canada	Core French 7	for example, celebrations, festivals, food, geography, history, population, territory, traditions, for example, <i>les Acadiens, les Franco-Albertains, les Franco-Colombiens, les</i>

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Content	Francophone people live on First Peoples territories across Canada	Core French 7	<p><i>Fransaskois</i>, Métis community in Baie St. Paul (Manitoba), Métis community in Fort Nelson (BC), Métis community in <i>Île-à-la-Crosse</i> (Saskatchewan), <i>les Québécois</i></p> <p>Acknowledging First Peoples territories, including the local First Peoples territory on which your school and community are located</p>	
Content	where French is spoken around the world	Core French 7	<p>Students should be introduced to the locations of some Francophone communities around the world (for example, France, Haiti, Ivory Coast, Morocco, Senegal, Vietnam, Switzerland, Belgium)</p>	
Content	<p>communication strategies:</p> <ul style="list-style-type: none"> • verbal and non-verbal communication • argumentation • clarification • reformulation • consideration of other people's perspectives 	Français langue seconde - immersion 7	intonation, voice, volume, speed, tone, pauses, etc., gestures and mimicry, arguments for and against	
Content	cultural and historical elements	Français langue seconde - immersion 7		
Content	<p>literary elements:</p> <ul style="list-style-type: none"> • characteristics of poetry 	Français langue	implicit meaning, explicit meaning, theme, tone, poetic elements, etc., genre, characters, setting, plot, theme, sub-themes, chain of events, etc.	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
	<ul style="list-style-type: none"> • characteristics of the youth novel 	seconde - immersion 7		
	text organization:			
Content	<ul style="list-style-type: none"> • narrative structure • structure of informational texts • argumentative paragraphs 	Français langue seconde - immersion 7	setting, inciting incident, rising action, falling action and resolution, thematic progression, main idea, explanation, examples, transitions using discourse markers (cause and effect, and consequence) and conclusion	
	language elements:			
Content	<ul style="list-style-type: none"> • structure of the superlative • agreement of tenses 	Français langue seconde - immersion 7	relative (with adjectives) and absolute (with adverbs), logical choice of verb moods and tenses in a text	
Content	revision strategies	Français langue seconde - immersion 7	rereading, consulting reference tools, using a revision grid, etc.	
Content	multiplication and division facts to 100 (extending computational fluency)	Mathematics 7	<ul style="list-style-type: none"> • When multiplying 214 by 5, we can multiply by 10, then divide by 2 to get 1070. 	•
Content	operations with integers (addition, subtraction, multiplication, division, and order of operations)	Mathematics 7	<ul style="list-style-type: none"> • addition, subtraction, multiplication, division, and order of operations • concretely, pictorially, symbolically • order of operations includes the use of brackets, excludes exponents • using two-sided counters 	•

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	operations with decimals (addition, subtraction, multiplication, division, and order of operations)	Mathematics 7	<ul style="list-style-type: none"> • $9 - (-4) = 13$ because -4 is 13 away from $+9$ • extending whole-number strategies to decimals • includes the use of brackets, but excludes exponents 	•
Content	relationships between decimals, fractions, ratios, and percents	Mathematics 7	<ul style="list-style-type: none"> • conversions, equivalency, and terminating versus repeating decimals, place value, and benchmarks • comparing and ordering decimals and fractions using the number line • $\frac{1}{2} = 0.5 = 50\% = 50:100$ • shoreline cleanup • four quadrants, limited to integral coordinates • $3n + 2$; values increase by 3 starting from y-intercept of 2 	•
Content	discrete linear relations , using expressions, tables, and graphs	Mathematics 7	<ul style="list-style-type: none"> • deriving relation from the graph or table of values • Small Number stories: <i>Small Number and the Old Canoe</i>, <i>Small Number Counts to 100</i> (mathcatcher.irmacs.sfu.ca/stories) • solving and verifying $3x + 4 = 16$ • modelling the preservation of equality (e.g., using balance, pictorial representation, algebra tiles) 	•
Content	two-step equations with whole-number coefficients, constants, and solutions	Mathematics 7	<ul style="list-style-type: none"> • spirit canoe trip pre-planning and calculations 	•

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	circumference and area of circles	Mathematics 7	<ul style="list-style-type: none"> • Small Number stories: <i>Small Number and the Big Tree</i> (mathcatcher.irmacs.sfu.ca/stories) • constructing circles given radius, diameter, area, or circumference • finding relationships between radius, diameter, circumference, and area to develop $C = \pi \times d$ formula • applying $A = \pi \times r \times r$ formula to find the area given radius or diameter • drummaking, dreamcatcher making, stories of SpiderWoman (Dene, Cree, Hopi, Tsimshian), basket making, quill box making (Note: Local protocols should be considered when choosing an activity.) 	•
Content	volume of rectangular prisms and cylinders	Mathematics 7	<ul style="list-style-type: none"> • volume = area of base x height • bentwood boxes, wiigwaasabak and mide-wiigwaas (birch bark scrolls) • <i>Exploring Math through Haida Legends: Culturally Responsive Mathematics</i> • origin, four quadrants, integral coordinates, connections to linear relations, transformations 	•
Content	Cartesian coordinates and graphing	Mathematics 7	<ul style="list-style-type: none"> • overlaying coordinate plane on medicine wheel, beading on dreamcatcher, overlaying coordinate plane on traditional maps 	•

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Content	combinations of transformations	Mathematics 7	<ul style="list-style-type: none"> • four quadrants, integral coordinates • translation(s), rotation(s), and/or reflection(s) on a single 2D shape; combination of successive transformations of 2D shapes; tessellations • First Peoples art, jewelry making, birchbark biting 	•
Content	circle graphs	Mathematics 7	<ul style="list-style-type: none"> • constructing, labelling, and interpreting circle graphs • translating percentages displayed in a circle graph into quantities and vice versa • visual representations of tidepools or traditional meals on plates 	•
Content	experimental probability with two independent events	Mathematics 7	<ul style="list-style-type: none"> • experimental probability, multiple trials (e.g., toss two coins, roll two dice, spin a spinner twice, or a combination thereof) • dice games (web.uvic.ca/~tpelton/fn-math/fn-dicegames.html) 	•
Content	financial literacy — financial percentage	Mathematics 7	<ul style="list-style-type: none"> • financial percentage calculations • sales tax, tips, discount, sale price 	•
Content	<p>manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <ul style="list-style-type: none"> • dance: body, space, dynamics (dance), time, relationships, form, and movement principles 	Arts Education 7	<p>the elements of dance are universally present in all dance forms and grow in sophistication over time, what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc., where the body is moving, including place, level, direction, pathway, size/reach, shape, etc., how energy is expended and directed through the body in</p>	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
	<ul style="list-style-type: none"> drama: character, time, place, plot, tension, mood, focus, contrast music: beat/pulse, metre, duration, rhythm (music), tempo, pitch, timbre, dynamics (music), form (music), texture, notation visual arts: elements of design: line, shape, space, texture, colour, form (visual arts), value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm (visual arts), movement, variety, proportion, unity, harmony 		<p>relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound), how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns, with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments, The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract, alignment (mobility, stability, plumbline), weight transfer, flexibility, strength, balance, coordination, in drama, taking on and exploring the thoughts, perceptions, feelings, and beliefs of another, groupings or patterns of strong and weak beats, the length of a sound or silence in relation to the beat, the arrangement of sounds and silences over time, the frequency or speed of the beat, how high or low a note is, the characteristic quality of a sound independent of pitch and dynamics; tone colour, relative and changing levels of sound volume (e.g., <i>forte</i>, <i>piano</i>, <i>decrescendo</i>), the structure of a musical work, simultaneous layering of sounds (e.g., multi-part music making), could include use of traditional and non-traditional notation (e.g., guitar tablature); in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position</p>	

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Content	processes, materials, movements, technologies , tools, strategies , and techniques to support creative works	Arts Education 7	<p>and movement; in drama this can include diagrams indicating stage directions, the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric (e.g., sphere, cube, pyramid) or organic (e.g., animal forms), describes lightness or darkness, the planned use of the visual elements to achieve a desired effect, a design in which shapes, colours or lines repeat with regularity, using the same object, colour, marking, or type of line more than once, a principle of design concerned with the arrangement of one or more of the elements so that they give a sense of equilibrium in design and proportion (e.g., radial, symmetrical, or asymmetrical), the combination of pattern and movement to create a feeling of organized energy, deliberate control of the viewer’s visual path across a work (e.g., a strong diagonal thrust of a colour), the relationship in size of parts, to a whole, and to one another, these concepts are closely related and often overlap; elements are used to create a sense of completeness</p> <p>includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items,</p>	

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Content	choreographic devices	Arts Education 7	for example, in drama, refers to the techniques and approaches that teachers or students use to explore and create a drama work (e.g., playbuilding, improvisation, tableau, soundscape, voice collage, discussions and debates, teacher in role, writing in and out of role, reflection activities) ways of developing movement (e.g., change level, dynamics, time, size, repetition)	
Content	drama forms and drama conventions	Arts Education 7	a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts, established ways of working in drama that explore meaning; drama techniques	
Content	notation in music and dance to represent sounds, ideas, movement, elements, and actions	Arts Education 7		
Content	image development strategies	Arts Education 7	processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification)	
Content	symbolism and metaphor to explore ideas and perspective	Arts Education 7	use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., identity can be represented by abstraction in a self-portrait, melodies, or animal forms in Aboriginal hoop dancing)	

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Content	traditional and contemporary Aboriginal arts and arts-making processes	Arts Education 7	dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition	
Content	a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places	Arts Education 7	the results of creative processes in disciplines such as dance, drama, music, and visual arts	
Content	ethical considerations and cultural appropriation related to the arts	Arts Education 7	such as inclusion, diversity, copyright, ownership, use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, etc. shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn	
Content	personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment	Arts Education 7	ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials, includes any form of presentation or sharing as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource	
Content	Story/text <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices 	English Language Arts 7	such as narrative, exposition, report, purposes of text, literary or thematic categories such as fantasy, humour, adventure, biography, <i>Text</i> and <i>texts</i> are generic terms referring to all forms of oral, written, visual, and digital communication:	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	<ul style="list-style-type: none"> • argument <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes 	English Language Arts 7	<ul style="list-style-type: none"> • Oral texts include speeches, poems, plays, and oral stories. • Written texts include novels, articles, and short stories. • Visual texts include posters, photographs, and other images. • Digital texts include electronic forms of all the above. • Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <p>, how text and visuals are displayed, narrative structures, characterization, and setting, sensory detail (e.g., imagery, sound devices) and figurative language (e.g., metaphor, simile) using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences, focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns, talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop one’s awareness of self as a reader and as a writer, may include revising, editing, considering audience</p>	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • paragraphing • language varieties • syntax and sentence fluency • conventions • presentation techniques 	English Language Arts 7	<p>including tone, volume, inflection, pace, gestures, developing paragraphs that are characterized by unity, development, and coherence, regional dialects and varieties of English, standard Canadian English versus American English, formal versus informal registers, and situational varieties (e.g., texting versus essay writing), use of a mix of simple, compound, and complex sentences; correct pronoun use; subject-verb agreement; use of transitional words; and awareness of run-on sentences and sentence fragments, common practices in all standard punctuation use, in capitalization, and in Canadian spelling, Any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and the audience, and demonstrate thought and care in organization.</p>	
Content	organisms have evolved over time	Science 7	change in traits of populations over time	
Content	survival needs	Science 7	all organisms need space, food, water, and access to resources in order to survive	
Content	natural selection	Science 7	the natural process by which certain traits that have a greater fitness for their environment lead to a reproductive advantage; this process happens within a population over time because of genetic variation	
Content	elements and compounds are pure substances	Science 7	a pure substance consisting of a single type of atom, as distinguished by its atomic number (e.g., iron, copper), a pure substance consisting	

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Content	crystalline structure of solids	Science 7	of two or more different atoms held together in a defined special arrangement by chemical bonds (e.g., water/salt), matter that consists of only one type of particle and has one set of properties (e.g., density, boiling point, solubility, conductivity) crystals formed by a unique arrangement of particles (e.g., rock candy, quartz, snowflakes)	
Content	chemical changes	Science 7	when atoms rearrange into new products accompanied by an energy change (e.g., rusting, the reaction of vinegar and baking soda, etc.) ways of generating electricity including the use of wind, water, coal, geothermal, and solar energy,	
Content	electricity <ul style="list-style-type: none"> • generated in different ways with different environmental impacts • electromagnetism 	Science 7	<ul style="list-style-type: none"> • the electromagnetic force is responsible for both electricity and magnetism • moving or changing a magnetic field relative to a wire produces electric current (e.g., electricity generation by a turbine) • an electric current passing through a wire produces a magnetic field (e.g., constructing a simple electromagnet using a wire, iron nail and battery) 	•
Content	the fossil record provides evidence for changes in biodiversity over geological time	Science 7	<ul style="list-style-type: none"> • the geologic time scale categorizes the time periods of Earth's geologic history 	•

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Content	First Peoples knowledge of changes in biodiversity over time	Science 7	<ul style="list-style-type: none"> ages of rocks and fossils can be determined by both relative and absolute methods 	
Content	evidence of climate change over geological time and the recent impacts of humans : <ul style="list-style-type: none"> physical records local First Peoples knowledge of climate change 	Science 7	<p>change in climate affects:</p> <ul style="list-style-type: none"> the interconnectedness of plants and animals, and their local environment e.g., changes to harvesting dates, changes to schedules due to early/late ripening and runs, lowered water levels in creeks, rivers and lakes, change in humidity impacts the ability to preserve salmon, etc. humans are capable of changing Earth's landscape, climate, and systems efficacy of sustainable practices 	
Content	Computational Thinking	Applied Design, Skills and	for sorting, searching, sequence, selection, and repetition; specific statements to complete a simple task; cryptography and code breaking	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
<ul style="list-style-type: none"> • simple algorithms that reflect computational thinking • visual representations of problems and data • evolution of programming languages • visual programming 	<p>Computers and Communications Devices</p>	Technologies 7	(e.g., cyphers), graphs, charts, network diagrams, info graphics, flow charts, lists, tables, or arrays, historical perspectives, evolution (e.g., Ada Lovelace, punch cards, Hollerith, Grace Hopper, Alan Turing, Enigma, cyphers), for example, Kodu, Scratch	
Content	<ul style="list-style-type: none"> • computer system architecture, including hardware and software, network infrastructure (local), intranet/Internet, and personal communication devices • strategies for identifying and troubleshooting simple hardware and software problems • function of input and output devices, including 3D printing and adaptive technologies for those with special needs • ergonomics in use of computers and computing devices 	Applied Design, Skills and Technologies 7		

**Curricular
Competency
Group**

Type

Content

Curriculum

Elaboration

- effective and efficient keyboarding techniques

Digital Literacy

- **Internet safety**
- digital self-image, citizenship, relationships, and communication
- legal and ethical considerations, including creative credit and copyright, and cyberbullying
- methods for **personal media management**
- search techniques, how search results are selected and ranked, and **criteria** for evaluating search results
- strategies to identify **personal learning networks**

Applied
Design, Skills
and
Technologies
7

including privacy and security (secured connections, passwords, personal information), digital footprint and dossier, cyberbullying, online scams, and cybercrimes, for example, personalization and organization, bookmarks, content management, accuracy, timeliness, appropriateness, credibility, and bias, personalized digital instructional tools to enhance learning and engagement (apps, websites, videos, tutorials, games)

Content

Drafting

- technical drawing, including sketching techniques and manual **drafting techniques**
- elements of plans and drawings

Applied
Design, Skills
and
Technologies
7

for example, SketchUp, 123Design

Content

**Curricular
Competency
Group**

Type

Content

Curriculum

Elaboration

- simple computer-aided **drafting programs**

Entrepreneurship and Marketing

Content

- role of entrepreneurship in designing and making products and services
- **market niche**
- branding of products, services, institutions, or places
- pricing product/service, including decision to seek profit or break even
- role of basic financial record-keeping and budgeting

Applied

Design, Skills a subset of the market on which a specific product is focused, created by identifying needs and Technologies or wants not provided by competitors

7

Food Studies

Content

- basic food handling and simple preparation techniques and equipment
- factors in ingredient use, including balanced eating/nutrition, function, and dietary restrictions
- factors that influence food choices, including cost,

Applied

Design, Skills and Technologies

7

**Curricular
Competency
Group**

Type

Content

Curriculum

Elaboration

availability, and family and cultural influences

Media Arts

Content

- **digital and non-digital** media, and their distinguishing characteristics and uses
- **techniques** for using images, sounds, and text to communicate information, settings, ideas, and story structure
- media technologies and techniques to capture, edit, and manipulate images, sounds, and text for specific purposes
- influences of digital media for the purpose of communication and self-expression

Applied
Design, Skills
and
Technologies
7

for example, video production, layout and design, graphics and images, photography (digital and traditional), emerging media processes (performance art, collaborative work, sound art, network art), for example, crop, print, record/capture, sequence

Metalwork

Content

- characteristics and uses of metals
- metalworking **techniques and processes** using **hand tools**

Applied
Design, Skills
and
Technologies
7

for example, bending, cutting, filing, drilling, soldering (with fume extractor), for example, cordless and corded drills, rotary tool, hammer, screwdriver, backsaw, coping saw, nail set, square, clamp and vise

**Curricular
Competency
Group**

Type	Content	Curriculum	Elaboration
	<ul style="list-style-type: none"> metals as a non-renewable resource 		
	<p>Power Technology</p> <ul style="list-style-type: none"> power is the rate at which energy is transformed forms of energy energy is conserved devices that transform energy 	Applied Design, Skills and Technologies 7	<p>sound, thermal, elastic, nuclear, chemical, magnetic, mechanical, gravitational, and electrical, the law of conservation of energy — energy cannot be created or destroyed but can be changed, for example, electrical to mechanical, elastic to mechanical, chemical to electrical, electrical to light</p>
	<p>Robotics</p> <ul style="list-style-type: none"> a robot is a machine capable of carrying out a complex series of actions automatically uses of robotics main components of robots: sensors, control systems, and effectors various ways that objects can move programming and logic for robotics components various platforms for robotics 	Applied Design, Skills and Technologies 7	<p>“sense” — the parts of the robot that allow it to gather information about its environment that guides its behaviour, “think” — the part of the robot that determines the robot’s behaviour, “act” — the parts of the robot that do the work, straight line, back-and-forth, round-and-round, zigzag, fast and slow, fixed distances in set patterns, for example, VEX IQ, LEGO Mindstorms/NXT, Cubelets</p>
Content	<p>Textiles</p>	Applied Design, Skills	<p>construction (e.g., sails at Canada Place), automotive, apparel, function (e.g., fire blanket),</p>

**Curricular
Competency
Group**

Type

Content

Curriculum

Elaboration

- range of **uses** of textiles
- variety of textile **materials**
- **hand construction techniques** for producing and/or repairing textile items
- consumer concerns that influence textile choices, including availability, cost, function (e.g., waterproof), and textile care

and
Technologies
7

ceremonial (e.g., regalia), for example, leather, cedar, wool, cotton, felt, embroidery thread, yarn, grasses and reeds, pine needles, sinew, plastic, used items and fabrics (e.g., food wrappers, old clothing), for example, hand sewing, knitting (needles, arm, spool), crocheting, weaving, darning, up-cycling (e.g., turning an underused item into something else), embellishing existing items

Woodwork

Content

- ways in which wood is used in local cultural and economic contexts
- characteristics of wood as a material
- **woodworking techniques and basic joinery using hand tools**

Applied
Design, Skills
and
Technologies
7

for example, cutting materials according to plan, layout, sanding methods, abrasive applications, for example, butt joints (with and without dowel), rabbit joints, gluing, nails and screws, for example, cordless and corded drills, rotary tool, hammer, screwdriver, backsaw, coping saw, nail set, square, clamp and vise

Content

proper technique for fundamental movement skills, including **non-locomotor, locomotor**, and **manipulative** skills

Physical and
Health
Education 7

movements performed “on the spot” without travelling across the floor or surface; could include:

- balancing
- bending

•

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	movement concepts and strategies	Physical and Health Education 7	<ul style="list-style-type: none"> • twisting • lifting <p>, movement skills that incorporate travelling across the floor or surface; could include:</p> <ul style="list-style-type: none"> • rolling • jumping • hopping • running • galloping <p>, movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:</p> <ul style="list-style-type: none"> • bouncing • throwing • catching • kicking • striking <p>include:</p> <ul style="list-style-type: none"> • body awareness (e.g., parts of the body, weight transfer) • spatial awareness (e.g., general spacing, directions, pathways) • effort awareness (e.g., speed, force) 	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	ways to monitor and adjust physical exertion levels	Physical and Health Education 7	<ul style="list-style-type: none"> • relationships to/with others and objects <p>, plans and/or ideas that will help a player or team successfully achieve a movement outcome or goal (e.g., moving into space away from an opponent to receive a pass)</p> <p>could include:</p> <ul style="list-style-type: none"> • using heart rate monitors • checking pulse • checking rate of perceived exertion (e.g., a five-point scale to self-assess physical exertion level) 	•
Content	how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games	Physical and Health Education 7	<p>activities that can be done individually and/or with others; could include:</p> <ul style="list-style-type: none"> • jumping rope • swimming • running • bicycling • Hula Hoop <p>, activities designed to move our bodies in rhythm could include:</p> <ul style="list-style-type: none"> • dancing • gymnastics 	•

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	training principles to enhance personal fitness levels, including the FITT principle , SAID principle , and specificity	Physical and Health Education 7	<p data-bbox="1052 321 1644 423">, types of play activities that usually involve rules, challenges, and social interaction; could include:</p> <ul data-bbox="1100 472 1518 683" style="list-style-type: none"> • tag • parachute activities • co-operative challenges • Simon Says • team games • traditional Aboriginal games <p data-bbox="1052 699 1577 764">a guideline to help develop and organize personal fitness goals based on:</p> <ul data-bbox="1100 805 1686 1130" style="list-style-type: none"> • Frequency — how many days per week • Intensity — how hard one exercises in the activity (e.g., percentage of maximum heart rate) • Type — the type of activity or exercise, focusing on the fitness goal (e.g., jogging for cardio endurance) • Time — how long the exercise session lasts 	
			<p data-bbox="1052 1174 1671 1422">, (Specific Adaptation to Imposed Demand): the body will react and respond to the type of demand placed on it (e.g., a student’s flexibility will eventually improve if he or she participates in regular stretching activities), the types of exercises chosen will determine the kinds of fitness improvements (e.g., a student who wants</p>	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	effects of different types of physical activity on the body	Physical and Health Education 7	<p>to improve his or her flexibility levels would participate in stretching exercises)</p> <p>effects on the body produced by physical activities could include:</p> <ul style="list-style-type: none"> • strengthening muscles and bones in activities where you have to move and/or control some type of weight (e.g., fitness circuits and/or jumping and landing) • strengthening heart and lungs in activities where you are moving at a fast pace (e.g., jogging or running) for periods of time (e.g., games, swimming, biking) • reducing stress and/or anxiety levels in activities where you can participate outside and/or elevate the heart rate 	•
Content	factors that influence personal eating choices	Physical and Health Education 7	<p>influences could include:</p> <ul style="list-style-type: none"> • food options at home • personal preference • cultural heritage • food allergies 	•
Content	practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases	Physical and Health Education 7	<p>include:</p> <ul style="list-style-type: none"> • gonorrhea • chlamydia • herpes 	•

, include:

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	sources of health information	Physical and Health Education 7	<ul style="list-style-type: none"> • HIV/AIDS • hepatitis B and C • meningococcal C <p>could include:</p> <ul style="list-style-type: none"> • medical professionals • professionally produced health pamphlets • eHealth information • community support services 	•
Content	basic principles for responding to emergencies	Physical and Health Education 7	<p>basic principles include:</p> <ul style="list-style-type: none"> • following safety guidelines • having an emergency response plan • knowing how to get help <p>could include:</p>	•
Content	strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings	Physical and Health Education 7	<ul style="list-style-type: none"> • telling a trusted adult • being assertive • avoiding potentially unsafe situations • safe use of the Internet • identifying tricks and lures used by predators 	•
Content	consequences of bullying, stereotyping, and discrimination	Physical and Health Education 7	could include:	•
Content	signs and symptoms of stress, anxiety, and depression	Physical and Health Education 7	<p>could include:</p> <ul style="list-style-type: none"> • problems sleeping 	•

**Curricular
Competency
Group**

Type	Content	Curriculum	Elaboration
Content	influences of physical, emotional, and social changes on identities and relationships	Physical and Health Education 7	<ul style="list-style-type: none"> • restlessness • loss of appetite and energy • wanting to be away from friends and/or family <p>how students' bodies are growing and changing during puberty and adolescence, how students' thoughts and feelings might evolve or change during puberty and adolescence, how students interact with others and how their relationships might evolve or change during puberty and adolescence</p>
Content	<p>text organization:</p> <ul style="list-style-type: none"> • narrative structure • structure of the essay • logical connection of sentences and ideas • discourse markers • bibliography 	Français langue première 7	<p>setting, inciting incident, rising action, falling action, resolution, introduction (introduce, define, and divide the topic), paragraph development (assertion, one or more examples, explanation), conclusion (summary and opening)</p>
Content	<p>literary elements:</p> <ul style="list-style-type: none"> • characteristics of the short story and the myth • stylistic devices • registers of language 	Français langue première 7	<p>spatial and temporal framework; connection between a text and the period in which it was written; characters and their interactions and connections; physical and psychological characteristics of characters and their development, personification, metaphor, hyperbole, etc., formal, colloquial, standard, etc.</p>

**Curricular
Competency
Group**

Type	Content	Curriculum	Elaboration
Content	language elements: <ul style="list-style-type: none"> • sentence types and forms • verb moods and tenses associated with the genres studied 	Français langue première 7	present conditional (“conditionnel présent”) and present subjunctive (“subjonctif présent”)
Content	strategies studied: <ul style="list-style-type: none"> • communication and socialization • reading • writing 	Français langue première 7	prosody, prior knowledge, visualization, prediction, asking questions, main idea, making connections, important information, inference, referents, planning, draft, correction, writing, revision, publication
Content	tools to enrich a text: <ul style="list-style-type: none"> • imagery • connotation and denotation • nuance • varied vocabulary 	Français langue première 7	
Content	communication strategies: <ul style="list-style-type: none"> • active listening • expressions of courtesy 	Français langue seconde - immersion 7	the recipient is physically and intellectually engaged, and reacts to what is heard , use of “tu” and “vous”
Content	cultural and historical elements	Français langue	

**Curricular
Competency
Group**

Type	Content	Curriculum	Elaboration
Content	literary elements: <ul style="list-style-type: none"> • characteristics of the youth novel • characteristics of poetry 	seconde - immersion 7 Français langue seconde - immersion 7	characters, setting, chain of events, etc., rhyme, rhythm, repetition, comparison, theme, etc.
Content	text organization: <ul style="list-style-type: none"> • narrative structure • structure of informational texts • discourse markers 	Français langue seconde - immersion 7	setting, inciting incident, rising action, falling action and resolution, introduction, development (thematic progression) and conclusion, <i>et, mais, ou, car</i>
Content	language elements: <ul style="list-style-type: none"> • structure of affirmative and negative complex sentences • structure of interrogative sentences • simple relative pronouns • adverb formation • comparative and superlative structures • synonyms, homonyms and antonyms 	Français langue seconde - immersion 7	subject-verb inversion, use of interrogative pronouns, <i>qui, que, quoi, où</i> , feminine form of regular adjective + “ <i>ment</i> ”, with adjectives, relative (with adjectives) and absolute (with adverbs), third group verbs in the present indicative, present perfect (“ <i>passé composé</i> ”), imperfect (“ <i>imparfait</i> ”) and present imperative tenses

Type	Content	Curriculum	Elaboration	Curricular Competency Group
	<ul style="list-style-type: none"> • verb moods and tenses associated with the genres being studied 			
Content	revision strategies	Français langue seconde - immersion 7	rereading, consultation of reference tools, use of a revision grid, etc.	
Curricular Competency	Compare the cultural elements of different Francophone and Aboriginal texts	Français langue seconde - immersion 7	oral, written, visual	Exploring and Reflecting
Curricular Competency	Demonstrate increasingly sophisticated application and/or engagement of curricular content	Arts Education 7		Communicating and documenting
Curricular Competency	Analyze the cultural symbols in Aboriginal and other texts .	Français langue première 7	<p>a text is a coherent set of written, oral or visual elements that convey meaning and serve to communicate or transmit a message.</p> <p>Texts have numerous representations and can be in the form of Aboriginal narratives, articles, advertising, novels, picture story books, legends, comic books, biographies, correspondence, invitations, instructions, diagrams, charts, news stories, films, songs, poems, nursery rhymes, photographs, totem poles, images, works of art, oral presentations, blogs, surveys, reports, text messages, videos, television programs, etc.</p>	Exploring and Reflecting
Curricular Competency	Compare cultural elements in Aboriginal and other texts	Français langue	oral, written, visual	Exploring and Reflecting

Type

Content

Curriculum

Elaboration

**Curricular
Competency
Group**

seconde -
immersion 7