

# Grade 7 Outcomes

## Treaty Education: Understanding Treaties in a Contemporary Context

**Treaty Relationships 7<sup>1</sup>:** Analyze to what extent each of the signatories to treaty meets their respective obligations. Indicators: Compare the meanings of “commitments” and “obligations” from the different world views; Examine how the federal government addresses the commitments made in the treaties; Examine how the obligations of First Nations have been met; Research the repatriation of the Canadian Constitution (1982).

**Spirit and Intent of Treaties 7<sup>2</sup>:** Examine Oral Tradition as a valid way of preserving accounts of what transpired and what was intended by entering into treaty. Indicators: Represent the ways oral tradition is used by diverse cultures, starting with First Nations; Explain how written and oral accounts might differ from one another; Examine the role of ceremony, traditions and story in transferring knowledge from generation to generation; Compare the recorded accounts of treaty from the perspectives of the Crown and the First Nations; Research oral accounts of treaty as passed on to each generation by Elders; Research visual representations that supported the oral tradition of treaty (e.g., Chief Pasqua’s pictograph, wampum belts).

**Historical Context 7<sup>3</sup>:** Examine the Indian Act, including its amendments, and explore the effects it has on the lives of First Nations. Indicators: Identify the elements/big ideas of the Indian Act, including its amendments; Examine the effects of the Indian Act on the lives of First Nations; Investigate how the treatment of Aboriginal veterans differed from non-Aboriginal veterans; Investigate the process whereby First Nations acquired the full rights of Canadian citizenship including the right to vote.

**Treaty Promises and Provisions 7<sup>4</sup>:** Investigate the impact of Bill C31 on the equality of genders under the Indian Act. Indicators: Research the concept of “Status Indian” and determine the implications of this concept on the government’s fulfillment of treaty; Investigate traditional kinship patterns and explain how First Nations would have traditionally determined their membership.

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p><b>CP7.1</b> Create dance compositions that express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments).</p> <p><b>CP7.2</b> Investigate and manipulate the elements of dance and principles of composition including tension and resolution.</p> <p><b>CP7.3</b> Create and refine transitions within choreographic forms (e.g., ABBA, narrative).</p> <p><b>CP7.4</b> Investigate how dramatic character develops from role.</p> <p><b>CP7.5</b> Use drama elements, strategies, negotiation, and collaboration to help shape the direction of the drama and/or collective creation.</p> <p><b>CP7.6</b> Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/ rural environments) in drama and/or collective creation.</p> <p><b>CP7.7</b> Investigate improvisation using the voice, instruments, and a wide variety of sound sources from the natural and constructed environment.</p> <p><b>CP7.8</b> Investigate and manipulate elements of music and principles of composition including tension and resolution.</p> <p><b>CP7.9</b> Use traditional and/or homemade instruments to investigate relationships between musical expression and place (e.g., world music, African and Latin drumming, Indonesian gamelan, North American First Nations’ flutes, Caribbean steel bands, urban street culture).</p> <p><b>CP7.10</b> Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).</p> <p><b>CP7.11</b> Investigate and use various visual art forms, images, and art-making processes to express ideas about place.</p> <p><b>CP7.12</b> Use image-making skills, tools, techniques, and problem-solving abilities in a variety of visual art media.</p> <p><b>CR7.1</b> Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research.</p> <p><b>CR7.2</b> Investigate and identify ways that the arts can communicate a sense of place.</p> <p><b>CR7.3</b> Examine and describe how arts expressions of various times and places reflect diverse experience, values, and beliefs.</p> <p><b>CH7.1</b> Investigate how artists’ relationship to place may be reflected in their work.</p> <p><b>CH7.2</b> Investigate how Indigenous artists from around the world reflect the importance of place (e.g., relationship to the land, geology, region, urban/rural environments).</p> <p><b>CH7.3</b> Investigate and identify a variety of factors that influence artists, their work, and careers.</p>	<p><b>CR7.1</b> View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.</p> <p><b>CR7.2</b> Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.</p> <p><b>CR7.3</b> “Use pragmatic, textual, syntactic, semantic/ lexical/ morphological, graphophonic, and other cues to construct and confirm meaning when viewing, listening, and reading.</p> <p><b>CR7.4</b> View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features (e.g., circle graphs) and complex ideas including the visual components of media such as magazines, newspapers, websites, reference books, graphic novels, broadcast media, videos, and promotional materials.</p> <p><b>CR7.5</b> Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.</p> <p><b>CR7.6</b> Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building).</p> <p><b>CR7.7</b> Use oral language to express effectively information and ideas of some complexity in formal and informal situations (e.g., a demonstration, a persuasive speech, a dramatization).</p> <p><b>CR7.8</b> Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text</p> <p><b>CC7.1</b> Experiment with a variety of text forms (e.g., descriptive poem, opinion piece, a review, front page of a newspaper, short script) and techniques .</p> <p><b>CC7.2</b> Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.</p> <p><b>CC7.3</b> Appraise own and others’ work for clarity and correctness.</p> <p><b>CC7.4</b> Use pragmatic, textual, syntactical, semantic/ lexical/ morphological, graphophonic, and other cues to construct and to communicate meaning</p> <p><b>CC7.5</b> Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.</p> <p><b>CC7.6</b> Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations.</p> <p><b>CC7.7</b> Use oral language to express effectively information and ideas of some complexity in formal and informal situations.</p> <p><b>CC7.8</b> Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text.</p> <p><b>CC7.9</b> Experiment with a variety of text forms and techniques.</p> <p><b>AR7.1</b> Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.</p> <p><b>AR7.2</b> Appraise own and others’ work for clarity and correctness.</p>	<p><b>USC7.1</b> Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.</p> <p><b>USC7.2</b> Examine critically and use purposefully blood-borne pathogen information/ education, including HIV and Hepatitis C, for the purpose of committing to behaviours that do not put one at risk of infection or co-infection.</p> <p><b>USC7.3</b> Commit to personal safety practices while acquiring basic first aid knowledge and skills.</p> <p><b>USC7.4</b> Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.</p> <p><b>USC7.5</b> Evaluate personal food choices and needs by applying accurate and current nutritional knowledge (e.g., content labels).</p> <p><b>USC7.6</b> Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).</p> <p><b>USC7.7</b> Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.</p> <p><b>DM7.1</b> Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.</p> <p><b>DM7.2</b> Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.</p> <p><b>AP7.1</b> Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.</p> <p><b>CG7.1</b> Explore and draw conclusions about the influences of positive and negative self-images on one’s life and work.</p> <p><b>CG7.2</b> Develop and demonstrate the behaviours and understandings needed for building healthy relationships.</p> <p><b>CC7.1</b> Reflect on and express insights about how knowledge and skills learned in school transfer to one’s future life and work.</p> <p><b>CC7.2</b> Analyze the contributions work makes to the individual and their community, including globally.</p> <p><b>LW7.1</b> Investigate and demonstrate the personal qualities and abilities needed to seek, obtain, or create work.</p> <p><b>LW7.2</b> Investigate non-traditional work scenarios involving issues such as stereotyping and discrimination to assess the impact on life and work.</p>	<p><b>N7.1</b> Demonstrate an understanding of division through the development and application of divisibility strategies for 2, 3, 4, 5, 6, 8, 9, and 10, and through an analysis of division involving zero.</p> <p><b>N7.2</b> Expand and demonstrate understanding of the addition, subtraction, multiplication, and division of decimals to greater numbers of decimal places, and the order of operations.</p> <p><b>N7.3</b> Demonstrate an understanding of the relationships between positive decimals, positive fractions (including mixed numbers, proper fractions and improper fractions), and whole numbers.</p> <p><b>N7.4</b> Expand and demonstrate an understanding of percent to include fractional percent between 1% - 100%.</p> <p><b>N7.5</b> Develop and 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).</p> <p><b>N7.6</b> Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically.</p> <p><b>P7.1</b> Demonstrate an understanding of the relationships between oral and written patterns, graphs and linear relations.</p> <p><b>P7.2</b> Demonstrate an understanding of equations and expressions by: distinguishing between equations and expressions, evaluating expressions, and verifying solutions to equations.</p> <p><b>P7.3</b> Demonstrate an understanding of one- and two-step linear equations of the form ax/b + c = d (where a, b, c, and d are whole numbers, c ≤ d and b ≠ 0) by modeling the solution of the equations concretely, pictorially, physically, and symbolically and explaining the solution in terms of the preservation of equality.</p> <p><b>P7.4</b> Demonstrate an understanding of linear equations of the form x + a = b (where a and b are integers) by modeling problems as a linear equation and solving the problems concretely, pictorially, and symbolically.</p> <p><b>SS7.1</b> Demonstrate an understanding of circles including circumference and central angles.</p> <p><b>SS7.2</b> Develop and apply formulas for determining the area of: triangles, parallelograms, and circles</p> <p><b>SS7.3</b> Demonstrate an understanding of 2-D relationships involving lines and angles.</p> <p><b>SS7.4</b> Demonstrate an understanding of the Cartesian plane and ordered pairs with integral coordinates.</p> <p><b>SS7.5</b> Expand and demonstrate an understanding of transformations (translations, rotations, and reflections) of 2-D shapes in all four quadrants of the Cartesian plane.</p> <p><b>SP7.1</b> Demonstrate an understanding of the measures of central tendency and range for sets of data.</p> <p><b>SP7.2</b> Demonstrate an understanding of circle graphs.</p> <p><b>SP7.3</b> Demonstrate an understanding of theoretical and experimental probabilities for two independent events where the combined sample space has 36 or fewer elements.</p>	<p><b>PE7.1</b> Create and implement a personal health-related fitness plan targeting components of cardiovascular endurance, muscular endurance, and flexibility that involves setting a goal for improvement, applies the F.I.T.T. principles, and incorporates daily moderate to vigorous movement activity.</p> <p><b>PE7.2</b> Examine personal daily nutritional habits and fluid intake practices that support healthy participation in various types of movement activities and the attainment or maintenance of healthy body weight and body composition.</p> <p><b>PE7.3</b> Demonstrate an understanding of the effects of exercise and inactivity on the skeletal system (i.e., increased/decreased bone density, increased/decreased bone mass) and the function of the skeletal system in relation to participating in movement activities.</p> <p><b>PE7.4</b> Examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill (e.g., aerobic dance develops coordination and agility used in basketball), while participating in movement activities.</p> <p><b>PE7.5</b> Demonstrate control, including smooth transitions, of complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports while participating in movement activities.</p> <p><b>PE7.6</b> Explore, apply, and communicate biomechanical concepts and principles of balance, stability, spin, and rotation as a means to enhance independence in learning motor skills involving locomotor, non-locomotor, and manipulative skills.</p> <p><b>PE7.7</b> Analyze and apply, with guidance, movement concepts while participating in: net/ wall games and striking/fielding games.</p> <p><b>PE7.8</b> Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in: net/ wall games, striking/fielding games, and low-organizational, inventive, and co-operative games.</p> <p><b>PE7.9</b> Utilize selected movement skills and combinations of skills (i.e., locomotor, non-locomotor, and manipulative) to participate in a variety of: alternate environment activities (e.g., skating, skiing, swimming, cycling, hiking, tracking, skateboarding), and body management activities including: dance and educational gymnastics, and others (e.g., wrestling, track and field, pilates, yoga, aerobics).</p> <p><b>PE7.10</b> Plan, organize, lead, and evaluate cooperatively movement activity, such as intramurals, fitness fun days, and playground games, to engage younger students and to connect with others.</p> <p><b>PE7.11</b> Examine external influences (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development and options for active living in the community.</p> <p><b>PE7.12</b> Analyze and apply the safety guidelines and rules related to net/wall games, striking/ fielding games, low-organizational and inventive games, alternate environment activities, and body management activities to develop an appreciation of their impact on self and others.</p> <p><b>PE7.13</b> Role model and practise the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement activities.</p> <p><b>PE7.14</b> Examine, evaluate, and represent both the historical and present impact of Canada’s Northern people on the development of movement activity options as a means of supporting the well-being of self and others.</p>	<p><b>IE7.1</b> Relate key aspects of Indigenous knowledge to their understanding of ecosystems.</p> <p><b>IE7.2</b> Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities.</p> <p><b>IE7.3</b> Evaluate biogeochemical cycles as representations of energy flow and the cycling of matter through ecosystems.</p> <p><b>IE7.4</b> Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem.</p> <p><b>MS7.1</b> Distinguish between pure substances and mixtures (mechanical mixtures and solutions) using the particle model of matter</p> <p><b>MS7.2</b> Investigate methods of separating the components of mechanical mixtures and solutions, and analyze the impact of industrial and agricultural applications of those methods.</p> <p><b>MS7.3</b> Investigate the properties and applications of solutions, including solubility and concentration</p> <p><b>HT7.1</b> Assess the impact of past and current heating and cooling technologies related to food, clothing, and shelter on self, society, and the environment.</p> <p><b>HT7.2</b> Explain how understanding differences between states of matter and the effect of heat on changes in state provide evidence for the particle theory.</p> <p><b>HT7.3</b> Investigate principles and applications of heat transfer via the processes of conduction, convection, and radiation.</p> <p><b>EC7.1</b> Analyze societal and environmental impacts of historical and current catastrophic geological events, and scientific understanding of movements and forces within Earth’s crust.</p> <p><b>EC7.2</b> Identify locations and processes used to extract Earth’s geological resources and examine the impacts of those locations and processes on society and the environment.</p> <p><b>EC7.3</b> Investigate the characteristics and formation of the surface geology of Saskatchewan, including soil, and identify correlations between surface geology and past, present, and possible future land uses.</p>	<p><b>IN7.1</b> Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries.</p> <p><b>IN7.2</b> Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.</p> <p><b>IN7.3</b> Analyze the relationship of technology to globalization.</p> <p><b>DR7.1</b> Analyze and use various types of maps (that provide differing perspectives and information for differing purposes) in order to situate current issues in Canada, and in a selection of Pacific Rim and northern circumpolar countries.</p> <p><b>DR7.2</b> Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.</p> <p><b>DR7.3</b> Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.</p> <p><b>PA7.1</b> Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries</p> <p><b>PA7.2</b> Investigate the structures and processes of democratic government in Canada.</p> <p><b>PA7.3</b> Compare the strengths and weaknesses of oligarchy, dictatorship, and democracy as systems of government.</p> <p><b>RW7.1</b> Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries.</p> <p><b>RW7.2</b> Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.</p> <p><b>RW7.3</b> Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries.</p>