**Homelinks Kaslo Grade 7 Progress Report**

The following checklist of learning outcomes is used to describe student progress.

**Personal and Social Awareness and Responsibility (Core Competencies)**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Describe different aspects of their identity, have pride in who they are |  |  |  |
| Accept responsibility for their actions |  |  |  |
| Focus and regulate energy level appropriate to the activity |  |  |  |
| Recognize their value and advocate for their rights. |  |  |  |
| Take responsibility for their choices, actions, and achievements |  |  |  |
| Set priorities; implement, monitor, and adjust a plan; and assess the results |  |  |  |
| Take responsibility for their learning, seeking help as they need it. |  |  |  |
| Use strategies for dealing with emotional challenges, for finding peace in stressful times |  |  |  |
| Find the social support they need |  |  |  |
| Take purposeful action to support others and the environment |  |  |  |
| Identify how their actions and the actions of others affect their community and the natural environment and can work to make positive change |  |  |  |
| Respect differences, and demonstrate respectful and inclusive behaviour, including online |  |  |  |
| Advocate for others |  |  |  |
| Show awareness of how others may feel and take steps to help them feel included. |  |  |  |
| Maintain relationships with people from different generations |  |  |  |

**Language Arts**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Communicate by writing, using letters and words and applying basic conventions of Canadian spelling, grammar, and punctuation |  |  |  |
| Use writing and design processes to plan, develop, and create fiction and non-fiction texts for a variety of purposes and audiences |  |  |  |
| Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message |  |  |  |
| Use paragraphs that are coherent and contain a topic sentence, supporting details, and clear transitions |  |  |  |
| Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability |  |  |  |
| Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts |  |  |  |
| Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts |  |  |  |
| Recognize how language constructs personal, social, and cultural identity |  |  |  |
| Respond to text in personal, creative, and critical ways |  |  |  |
| Understand how literary elements, techniques, and devices enhance and shape meaning |  |  |  |
| Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** | |
| Literary elements: characterization, character types (e.g., protagonist, antagonist, stereotype), story structures, setting |  |  |  | |
| Literary devices: Metaphor, sound devices (alliteration), imagery, hyperbole |  |  |  | |
| Elements of non-fiction texts: Facts and data in informational articles; chronology in memoirs, biographies, etc.; headings and subheadings in textbooks; analogies and real-life examples; use of third person; diagrams, maps, tables and charts, captions, labels, and web links |  |  |  | |
| Regional dialects and varieties of English (i.e. standard Canadian English vs. American English, situational variation of language (e.g., texting vs. Essay writing)) |  |  |  | |
| Syntax and sentence fluency: Mix of simple, compound, and complex sentences; correct pronoun use; subject-verb agreement; use of transitional words; awareness of run-on sentences and sentence fragments |  |  |  | |

**Math**

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| **Competencies (Student is able to…)** | **Term 1** | | **Term 2** | | **Term 3** | |
| Implement multiple strategies to solve problems in both abstract and real-life situations using different cultural perspectives |  | |  | |  | |
| Develop, construct, and apply mathematical understanding through play, inquiry, and problem solving |  | |  | |  | |
| Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community |  | |  | |  | |
| Apply cultural perspectives of First Peoples to the concepts of locating, measuring, and numbering |  | |  | |  | |
| **Content (Student knows…)** | | **Term 1** | | **Term 2** | | **Term 3** | |
| Logic and patterns to solve games and puzzles | |  | |  | |  | |
| Operations with integers (addition, subtraction, multiplication, division, and order of operations) | |  | |  | |  | |
| Multiplication and division facts to 100 (by recall) | |  | |  | |  | |
| Relationship between decimals, fractions, and percents | |  | |  | |  | |
| Classification of numbers as prime and composite | |  | |  | |  | |
| Discrete linear relations, using expressions, tables, and graphs | |  | |  | |  | |
| Two-step equations with whole number coefficients, constants, and solutions | |  | |  | |  | |
| Circumference and area of circles | |  | |  | |  | |
| Volume of cylinders | |  | |  | |  | |
| Cartesian coordinates and graphing | |  | |  | |  | |
| Combinations of transformations, including points in four quadrants | |  | |  | |  | |
| Circle graphs | |  | |  | |  | |
| Experimental probability with two independent events | |  | |  | |  | |
| Financial literacy - financial percentage calculations (e.g., sales tax, tips, bill splitting, consignment) | |  | |  | |  | |

**Social Studies** – The Ancient World to the 7th Century

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| **Competencies (Student is able to…)** | **Term 1** | | **Term 2** | | **Term 3** | |
| Use inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions |  | |  | |  | |
| Assess the significance of people, places, events, and developments at particular times and places (significance) |  | |  | |  | |
| Determine what is significant in an account, narrative, map, and text (significance) |  | |  | |  | |
| Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence) |  | |  | |  | |
| Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change) |  | |  | |  | |
| Determine what factors led to particular decisions, actions, and events, and assess their short- and long-term consequences (cause and consequence) |  | |  | |  | |
| Explain different perspectives on past or present people, places, issues, and events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective) |  | |  | |  | |
| Make ethical judgments about past events, decisions, and actions, and assess the limitations of drawing direct lessons from the past (ethical judgment) |  | |  | |  | |
| **Content (Student knows…)** | **Term 1** | | **Term 2** | | **Term 3** | |
| Anthropological origins of humans | |  |  | |  | |
| Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources | |  |  | |  | |
| Features and characteristics of civilizations and factors that lead to their rise and fall | |  |  | |  | |
| Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas | |  |  | |  | |
| Scientific, philosophical, and technological developments (before the 7th century) | |  |  | |  | |
| Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration | |  |  | |  | |
| Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas | |  |  | |  | |
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**Science**

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| **Competencies (Student is able to…)** | **Term 1** | | **Term 2** | | **Term 3** | |
| Identify questions to answer or problems to solve through scientific inquiry |  | |  | |  | |
| Formulate alternative “If…then…” hypotheses based on their questions |  | |  | |  | |
| Make predictions about the findings of their inquiry |  | |  | |  | |
| Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified |  | |  | |  | |
| Observe, measure, and record data (qualitative and quantitative), using equipment, including digital technologies, with accuracy appropriate to the task |  | |  | |  | |
| Ensure that safety and ethical guidelines are followed in their investigations |  | |  | |  | |
| Construct and use a range of methods to represent patterns or relationships in data, including tables, graphs, key, scale models, and digital technologies as appropriate |  | |  | |  | |
| Evaluate the investigation |  | |  | |  | |
| Transfer and apply learning to new situations |  | |  | |  | |
| Communicate ideas, findings, explanations, processes, etc. |  | |  | |  | |
| Consider social, ethical, and environmental implications of the findings from their own and others’ investigations |  | |  | |  | |
| **Content (Student knows…)** | | **Term 1** | | **Term 2** | | **Term 3** | |
| Natural selection through adaptive radiation - a proposed mechanism of the theory of evolution | |  | |  | |  | |
| Survival needs and interactions between organisms and the environment | |  | |  | |  | |
| Elements and compounds are substances | |  | |  | |  | |
| Chemical changes | |  | |  | |  | |
| Crystalline structure of solids | |  | |  | |  | |
| Electricity - generated in different ways with different environmental impacts | |  | |  | |  | |
| Electricity - used to generate magnetism | |  | |  | |  | |
| Fossil records and geological dating | |  | |  | |  | |
| Evidence of climate change over geological time and the recent impacts of humans | |  | |  | |  | |
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**Physical Health and Education**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Participate daily in variety of physical activities at moderate to vigorous intensity levels |  |  |  |
| Demonstrate proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills |  |  |  |
| Develop and demonstrate safety, fair play, and leadership in physical activities |  |  |  |
| Identify ways to monitor and adjust physical exertion levels (e.g. checking pulse, etc.) |  |  |  |
| Identify/employ training principles to enhance personal fitness levels |  |  |  |
| Identify food choices to support active lifestyles and overall health |  |  |  |
| Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence |  |  |  |
| Identify, apply, and reflect on strategies used to pursue personal healthy-living goals |  |  |  |
| Describe and apply strategies for developing and maintaining healthy relationships |  |  |  |
| Describe and assess strategies for managing problems related to mental well-being and substance use |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** |
| Practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases |  |  |  |
| Sources of health information |  |  |  |
| Basic principles for responding to emergencies |  |  |  |
| Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings |  |  |  |
| Consequences of bullying, stereotyping, and discrimination |  |  |  |
| Signs and symptoms of stress, anxiety, and depression |  |  |  |
| Influences of physical, emotional, and social changes on identities and relationships |  |  |  |

**Arts Education**

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|  | **Term 1** | **Term 2** | **Term 3** |
| **Visual Arts:** |  |  |  |
| **Dance:** |  |  |  |
| **Drama:** |  |  |  |
| **Music:** |  |  |  |

**Career Education**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices |  |  |  |
| Question self and others about how their personal public identity can have both positive and negative consequences |  |  |  |
| Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world |  |  |  |
| Demonstrate leadership skills through collaborative activities in the school and community |  |  |  |
| Set realistic short- and longer-term learning goals, define a path, and monitor progress |  |  |  |
| Explore volunteer opportunities and other new experiences outside school and recognize their value in career development |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** |
| **Personal Development:** Goal-setting strategies, self-assessment, project management, leadership, problem-solving and decision-making strategies |  |  |  |
| **Connections to Community:** Local and global needs and opportunities, cultural and social awareness, global citizenship, volunteer opportunities |  |  |  |
| **Life and Career Plan:** Factors affecting types of jobs in the community, technology in learning and working |  |  |  |

**Second Language**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Communicates personal information orally in brief and simple messages |  |  |  |
| Asks and responds to simple questions |  |  |  |
| Identifies and uses common expressions and greetings |  |  |  |
| Communicates likes, dislikes, wants, and needs |  |  |  |
| Expresses acquired information in oral and visual forms |  |  |  |

**Applied Design, Skills and Technologies**

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| **Student is able to engage in the steps of the design process:** | **Term 1** | **Term 2** | **Term 3** |
| Identify a design issue |  |  |  |
| Do research to understand the background of the design issue |  |  |  |
| Gather information about or from potential users |  |  |  |
| Identify key features or potential users and their requirements |  |  |  |
| Identify criteria for success and any constraints |  |  |  |
| Generate ideas and choose an idea to pursue |  |  |  |
| Create a plan and a test, gather feedback, and improve a prototype |  |  |  |
| Construct, share, and evaluate the final product |  |  |  |