

British Columbia Prescribed Learning Outcomes (grade 7)

~ met by 4REAL School

SUBJECTS	GRADE 7 LEARNING OUTCOMES
Language Arts	<ul style="list-style-type: none"> <input type="checkbox"/> Use speaking and listening to interact with others for the purposes of: contributing to group success, discussing and analyzing ideas and opinions, improving and deepening comprehension, discussing concerns and resolving problems, negotiating consensus or agreeing to differ, completing a variety of tasks <input type="checkbox"/> Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by: using prior knowledge and/or other sources of evidence, staying on topic in focused discussions, presenting in a clear, focused, organized, and effective manner, explaining and effectively supporting viewpoints <input type="checkbox"/> Select and use various strategies when interacting with others, including: accessing prior knowledge, making and sharing connections, asking questions for clarification and understanding, taking turns as speaker and listener, paraphrasing to clarify meaning <input type="checkbox"/> Select and use various strategies when expressing and presenting ideas, information, and feelings, including: setting a purpose, accessing prior knowledge, generating ideas, making and sharing connections, asking questions to clarify and confirm meaning, organizing information, practicing delivery, self-monitoring and self-correcting in response to feedback <input type="checkbox"/> Use speaking and listening to improve and extend thinking, by: questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative viewpoints, summarizing and synthesizing, problem solving <input type="checkbox"/> Respond to selections they read or view, by: expressing opinions and making judgments supported by reasons, explanations, and evidence, explaining connections. <input type="checkbox"/> Read and view to improve and extend thinking, by: analyzing and evaluating ideas and information, comparing various viewpoints, summarizing and synthesizing to create new ideas <input type="checkbox"/> Create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas relevant to the topic, featuring: development of ideas by making connections to personal feelings, experiences, opinions, and information, an expressive and individualistic voice, an organization in which key ideas are evident <input type="checkbox"/> Demonstrate comprehension of visual texts with specialized features and complex ideas (e.g., visual components of media such as magazines, newspapers, web sites, reference books, graphic novels, broadcast media, videos, advertising and promotional materials.) <input type="checkbox"/> Use writing and representing to extend thinking, by: developing explanations, analysing the relationships in ideas and information, exploring new ideas (e.g., making generalizations, speculating about alternative viewpoints)

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Social Studies	<ul style="list-style-type: none"> <li data-bbox="373 250 1986 428">❑ Apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues: select a relevant problem or issue for inquiry, use comparison, classification, inference, imagination, verification, analogies, and relationship identification to clarify and define an issue or problem, compare a range of points of view on an issue, draw conclusions about an issue or problem <li data-bbox="373 431 1955 574">❑ Deliver a formal presentation on a selected issue or inquiry using two or more forms of representation: select and clarify a topic for presentation, organize researched information to prepare a presentation, select appropriate forms of presentation suitable for the purpose and audience, plan, prepare, and deliver a presentation on a selected topic <li data-bbox="373 578 1976 756">❑ Defend a position on a contemporary or historical issue: demonstrate skills of debate (including: identify, discuss, define, and clarify the problem, issue, or inquiry, consider competing positions from various perspectives, conduct research), select a real or simulated contemporary or historical issue and apply problem solving strategies to address it, justify their position in terms of factors such as geography, gender, historical perspective, culture, and religion
Health & Career Education	<ul style="list-style-type: none"> <li data-bbox="373 802 1997 980">❑ Identify characteristics of healthy relationships and unhealthy relationships (e.g., healthy relationships – respect, open communication; unhealthy relationships – jealousy, power imbalance, lack of empathy): create an extensive list of characteristics of healthy relationships (e.g., honesty, respect, open communication, shared interests), create an extensive list of characteristics of unhealthy relationships (e.g., jealousy, dishonesty, power imbalance, manipulation, exploitation, disrespect of personal boundaries, lack of empathy) <li data-bbox="373 984 1927 1094">❑ Demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying in classroom and school-based situations (e.g., leadership skills, conflict resolution, problem solving, effective communication skills, respectful language, respect for diversity)

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Social Responsibility Performance Standards	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kind, friendly, and inclusive without prompting; finds opportunities to help and include others <input type="checkbox"/> Shows a sense of community <input type="checkbox"/> Works cooperatively and effectively with a variety of classmates and in a variety of roles and situations <input type="checkbox"/> Encouraging and supportive; makes others feel good about their contributions <input type="checkbox"/> Listens responsively; ensures that everyone has a chance to contribute <p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can identify and clarify problems or issues that have some complexity and ambiguity <input type="checkbox"/> Takes responsibility for solving interpersonal problems independent of adults; may show some persistence in difficult situations; shows good judgment about when to get help <input type="checkbox"/> Often shows sensitivity and tries to consider others' feelings and needs <input type="checkbox"/> Open-minded; nonjudgmental <input type="checkbox"/> Able to explain other perspectives, values, and choices fairly <input type="checkbox"/> Anticipates consequences; may include long-term consequences <input type="checkbox"/> reflections show honesty and insight <p>Valuing Diversity & Defending Human Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently fair and respectful; may try to help others modify behaviour <input type="checkbox"/> Accepts differences; works and interacts easily with those who are different in some way <input type="checkbox"/> Describes the positive contributions and effects of diversity <input type="checkbox"/> Can identify and explain the negative consequences of some forms of stereotyping (e.g., gender, culture, age, region, language, socioeconomic) <input type="checkbox"/> Recognizes and can describe basic human rights <input type="checkbox"/> Often takes a stand when perceiving injustice; may show a sense of moral outrage and want action taken <p>Exercising Democratic Rights & Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shows a strong sense of community; often suggests positive actions to be taken <input type="checkbox"/> Shows a sense of altruism; can elaborate some ways to make the world a better place