

CURRICULUM MAPS FOR GRADE 7**CONTENTS:**

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Subject:	Religion	Grade:	7
Unit:	Title:	Believe In Me	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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I... We				
	To name their own gifts, talents, personality traits and goals	2-1	Charity	Responsibility
	To name the value of things they like about themselves	2-	Fortitude	Respect
	To identify those things they wish to improve about themselves	2-9	Prudence	Self-discipline
	To name the positive potential of personality types	2-1	Prudence	Respect
	To demonstrate a knowledge of the aspects of self	2-1	Justice	Responsibility
	To explore what helps develop full potential of self	2-1	Fortitude	Motivation Initiative
	To explore personal growth and relationships with God and others	2-2	Charity	Integrity
	To explore the importance of participation in community	3-5	Justice	Stewardship
	To become familiar with the Bible and how to use it	1-9	Fortitude	Integrity
	To understand the Bible as a story of Christian community and its relationship with God	1-9	Prudence	Integrity
	To invite them to share in the life of Jesus	1-7	Charity	Cooperation
	To relate the community's story with their own	1-9	Faith	Stewardship
	To name ways the community's story is their story	1-9	Faith	Stewardship
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We believe in God		Task:	Virtue:	Value:
	To know the meaning of trust and belief	1-5	Faith	Responsibility
	To know that belief is rooted in a relationship of trust	1-5	Faith	Responsibility
	To recognize Abraham as a person who trusted	1-2	Courage	Motivation Initiative
	To name and evaluate what is involved in different types of believing and trusting	1-5 2-10	Hope	Cooperation
	To demonstrate skills and attitudes needed to build trusting relationships	2-8	Justice	Cooperation
	To name God's faithfulness revealed in the Exodus	1-10	Faith	Courage
	To connect the hope found in Exodus to their own lives	1-2	Hope	Self-discipline
	To identify signs of God's presence in the world	1-1	Faith	Stewardship
	To identify ways of helping each other see the faithfulness of God	1-4	Charity	Cooperation

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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We believe in God the Father Almighty		Task:	Virtue:	Value:
	To reflect on the meaning of being loved	2-5 1-4	Charity	Integrity
	To identify ways that God's love is reflected in the love of others for us	2-3 1-4	Charity	Kindness Empathy
	To see that God's love goes beyond human limitations	2-3 1-3	Charity	Stewardship
	To understand how motherhood and fatherhood help us to understand God	1-3 4-8	Faith	Respect
	To identify signs of love and caring in the world	2-3	Prudence	Stewardship
	To understand the Sinai covenant as sign of God's love	1-1	Hope	
	To explain how the Ten Commandments liberate and allow for greater love	1-1 2-3	Charity	Motivation
	To see that covenants in life allow for moral behavior	2-1	Justice	
	To examine our life in light of the Ten Commandments	2-5	Fortitude	Courage
	To distinguish between good and bad authority	1-5	Temperance	Integrity
	To evaluate examples of control and authority in life	2-9	Temperance	Self-discipline
	To compare how God and humans exercise authority	2-5 1-5	Fortitude	Self-discipline
	To explain and use the observe, judge, act model for moral decision making	2-8 2-9	Fortitude	Self-discipline
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We believe in God... the creator of heaven and Earth		Task:	Virtue:	Value:
	To define creativity and name ways they are creative	1-1	Faith	
	To describe the relationship between God's creativity and their creativity	1-1 2-1	Faith	Courage
	To explain ways God invites us to be co-creators	1-2 2-1	Faith	Cooperation
	To evaluate their own contributions to the world and their willingness to give what they can	1-7	Fortitude	Cooperation
	To explain how the creation story helps understand our own creativity	1-2	Prudence	Responsibility
	To see ways how the two creation stories reveal the balance and co-operation God wants for the world	1-2	Prudence	Cooperation
	To see relationships between Biblical stories, science and history	1-2	Prudence	Stewardship
	To commit to caring for the environment	2-2	Justice	Stewardship
	To evaluate environmental issues with God's plan	2-2	Prudence	Stewardship
	To see our maleness / femaleness shapes how we express ourselves	2-5 2-1	Justice	Friendship
	To define human dignity	1-1 2-1	Prudence	
	To know that accepting others means accepting their sexuality	2-5 2-1	Fortitude	Respect
	To identify ways Jesus included the excluded	1-4 2-8	Charity	Respect

	To express the meaning of “incarnation”	1-4	Charity	Respect
Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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He suffered under Pontius Pilate, was crucified, died and was buried. He descended to the dead.		Task:	Virtue:	Value:
	To describe the issues that lead to Jesus’ death	1-5	Faith	Courage
	To give reasons that Jesus accepted his death	1-7	Faith	Empathy
	To demonstrate the courage and determination needed to take a stand for truth and justice	2-6 2-7	Faith	Courage
	To articulate the meaning of sacrifice	2-4 3-3	Charity	Self-discipline
	To express the meaning of ‘we are redeemed by Christ’	2-10	Hope	Respect
	To describe the physical reality of Christ’s suffering and death	3-2	Hope	Respect
	To describe the relationship of OT sacrifice, Jesus’ sacrifice, and the Eucharist	1-8	Charity	Respect
	To identify the sacrifices they might make for others	2-4	Charity	Courage
	To identify ways of sharing the Good News	3-4	Charity	Friendship
	To name ways we exclude others from the Good News	2-7	Charity	Responsibility
	To name the spiritual deadness around them and identify ways of bringing life by sharing Good News	1-7 3-2	Charity	Responsibility
	To understand that salvation is for all in all times	3-3	Charity	Integrity
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On the third day he rose. He ascended into heaven		Task:	Virtue:	Value:
	To explain what it means to say that Jesus is raised to new life	3-2		
	To identify the hope Jesus’ resurrection brings to our own difficult moments	3-5		
	To discuss how resurrection is more than the restoration of what used to be	3-3		
	To reflect on experiences of resurrection			
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He is seated at the right hand of the Father. He will come again to judge the living and the dead.		Task:	Virtue:	Value:
	To describe how Jesus’ judgment frees people	2-4		
	To understand that Jesus’ judgment is against things that hurt us	2-5		
	To name areas where our judgment is inadequate	2-4		
	To understand terms: “heaven”, “hell”, “purgatory”	1-1		
	To understand that only God may judge hearts, persons	2-8		
	To compare how we judge others to how Jesus judges	2-8		
	To examine how we have judged others	1-4		
	To identify ways of dealing with harsh judgments	2-6		
	To know that Jesus will reveal the good we do	2-6		
	To celebrate personal successes	1-1		
	To identify the good others are doing	1-1		
	To help one another find reasons to do good even if no one knows	1-5		

Subject:	English Language Arts	Grade:	7
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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General Outcome 1				
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences				
1.1 Discover and Explore				
Express ideas and develop understanding		Task:	Virtue:	Value:
	extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes	1-2 4-6	Prudence	Respect
	express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts	4-6 1-5	Justice Charity	Integrity Responsibility
	reflect on own observations and experiences to understand and develop oral, print and other media texts	2-6 2-9	Fortitude Justice	Integrity Courage
Experiment with language and forms				
	discuss and respond to ways that content and forms of oral, print and other media texts interact to influence understanding	4-7 4-3	Prudence Hope	Praise & Celebration
Express preferences				
	explore and assess oral, print and other media texts recommended by others	1-5 4-7	Faith Prudence	Honesty Respect
Set goals				
	use appropriate terminology to discuss developing abilities in personal language learning and use	4-8 1-10	Charity Temperance	Self-Discipline Integrity
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1.2 Clarify and Extend				
Consider others' ideas		Task:	Virtue:	Value:
	listen and respond constructively to alternative ideas or opinions	2-7 4-6	Charity Justice	Respect Cooperation
Combine ideas				
	use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences	2-9 4-3 3-6	Prudence Hope	Work & Perseverance
Extend understanding				
	talk with others to elaborate ideas, and ask specific questions to seek helpful feedback	2-3 2-9	Prudence	Respect Integrity Praise & Celebration

	staging and pacing, and highlighting, to access information	3-3		
	distinguish between fact and opinion, and follow the development of argument and opinion	2-6 2-9 1-5	Faith Justice	Integrity Motivation & Initiative
	scan to locate specific information quickly; summarize and record information useful for research purposes	3-1 4-1 3-3	Faith Justice	Integrity Motivation & Initiative
Evaluate sources		Task:	Virtue:	Value:
	use pre-established criteria to evaluate the usefulness of a variety of information sources in terms of their structure and purpose	2-6 2-9	Justice Temperance	Self Discipline Stewardship
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3.3 Organize, Record and Evaluate				
Organize information		Task:	Virtue:	Value:
	organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose	1-1 1-2	Faith	Responsibility
	produce oral, print and other media texts with well-developed and well-linked ideas and sections	1-1 1-2	Faith	Responsibility Celebration & Praise
Record information				
	make notes, using headings and subheadings or graphic organizers appropriate to a topic; reference sources	4-1 3-3	Faith	Integrity Respect
	reflect on ideas and information to form own opinions with evidence to support them	2-6 2-9	Justice Temperance	Self Discipline Stewardship
	compare, contrast and combine ideas and information from several sources	2-6 2-9	Justice Temperance	Self Discipline Stewardship
Evaluate information				
	assess if the amount and quality of gathered information is appropriate to purpose and audience; address information gaps	1-1 1-2	Faith	Responsibility
	connect new information with prior knowledge to build new understanding	4-6	Charity	Respect Integrity
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3.4 Share and Review				
Share ideas and information		Task:	Virtue:	Value:
	communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations	1-7 2-3 4-2	Charity	Praise & Celebration
	use appropriate visual, print and/or other media effectively to inform and engage the audience	1-7 2-3	Charity	Praise & Celebration
Review research process				
	identify strengths and areas for improvement in personal research skills	2-9	Faith Prudence	Integrity Motivation & Initiative

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General Outcome 4				
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication				
4.1 Enhance and Improve				
Appraise own and others' work		Task:	Virtue:	Value:
	identify particular content features that enhance the effectiveness of published oral, print and other media texts	1-1 1-2 3-1	Faith	Respect
	incorporate particular content features of effective texts into own oral, print and other media texts	1-1 1-2 3-2	Faith	Respect
Revise and edit				
	revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning	1-1 1-2 3-2 3-3	Faith	Respect
	revise to eliminate unnecessary repetition of words and ideas	1-1 1-2 3-2 3-3	Faith	Respect
	use paragraphs, appropriately, to organize narrative and expository texts	1-1 1-2 3-2 3-3	Faith	Respect
Enhance legibility				
	choose and use printing, cursive writing or word processing, depending on the task, audience and purpose	1-1	Faith	Responsibility Stewardship
	identify how the format of documents enhances the presentation of content	1-1	Faith	Responsibility Stewardship
Expand knowledge of language		Task:	Virtue:	Value:
	identify differences between standard English and slang, colloquialism or jargon, and explain how these differences affect meaning	2-3 4-7	Charity	Respect
	identify and explain figurative and metaphorical use of language in context	2-3 4-7	Charity	Respect
Enhance artistry				
	experiment with figurative language, illustrations and video effects to create visual images, provide emphasis or express emotion	2-3 4-7 4-3	Charity	Respect Praise & Celebration
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4.2 Attend to Conventions				
Attend to grammar and usage		Task:	Virtue:	Value:
	use a variety of subordinate clauses correctly and appropriately in own writing	1-1	Faith	Responsibility Stewardship
	use correct subject-verb agreement in sentences with compound subjects	1-1	Faith	Responsibility Stewardship
	distinguish between formal and informal conventions of oral and written language, and use each appropriately, depending on the context, audience and purpose	1-1	Faith	Responsibility Stewardship

Subject:	Science		Grade:	7
Unit:	A	Title:	Interactions and Ecosystems	
Topic:				

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Outcomes for Science, Technology and Society (STS) and Knowledge				
Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions		Task:	Virtue:	Value:
	illustrate how life-supporting environments meet the needs of living things for nutrients, energy sources, moisture, suitable habitat, and exchange of gases	2-2	Temperance	Respect
		1-1	Faith	Stewardship Responsibility
	describe examples of interaction and interdependency within an ecosystem (<i>e.g., identify examples of dependency between species, and describe adaptations involved; identify changing relationships between humans and their environments, over time and in different cultures—as, for example, in aboriginal cultures</i>)	1-1 4-6	Faith Prudence	Respect Integrity Cooperation Responsibility
	identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that give rise to them (<i>e.g., identify impacts of the use of plants and animals as sources of food, fibre and other materials; identify potential impacts of waste products on environments</i>)	2-2 2-10	Temperance Justice	Stewardship Integrity
	analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for scientific knowledge that can inform those decisions	1-1 2-2	Faith Temperance	Courage Integrity
Trace and interpret the flow of energy and materials within an ecosystem		Task:	Virtue:	Value:
	analyze an ecosystem to identify biotic and abiotic components, and describe interactions among these components	2-2	Prudence	Integrity
	analyze ecosystems to identify producers, consumers and decomposers; and describe how energy is supplied to and flows through a food web, by: <ul style="list-style-type: none"> – describing and giving examples of energy and nutrient storage in plants and animals – describing how matter is recycled in an ecosystem through interactions among plants, animals, fungi, bacteria and other microorganisms 	4-4 4-6	Temperance Faith	Respect

	– interpreting food webs, and predicting the effects of changes to any part of a web			
	describe the process of cycling carbon and water through an ecosystem	4-6	Prudence	Coop
	identify mechanisms by which pollutants enter and move through the environment, and can become concentrated in some organisms (e.g., acid rain, mercury, PCBs, DDT)	2-4	Temperance	Respect
Monitor a local environment, and assess the impacts of environmental factors on the growth, health and reproduction of organisms in that environment		Task:	Virtue:	Value:
	investigate a variety of habitats, and describe and interpret distribution patterns of living things found in those habitats (e.g., describe and compare two areas within the school grounds—a relatively undisturbed site and a site that has been affected by heavy use; describe and compare a wetland and a dryland area in a local parkland)	1-1	Temperance	Friendships
	investigate and interpret evidence of interaction and change (e.g., population fluctuations, changes in weather, availability of food or introduction of new species into an ecosystem)	1-1	Justice	Respect
	identify signs of ecological succession in local ecosystems (e.g., emergence of fireweed in recently cut forest areas, replacement of poplar by spruce in maturing forests, reestablishment of native plants on unused farmland)	1-1	Faith	Praise & Celebration
Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments		Task:	Virtue:	Value:
	identify intended and unintended consequences of human activities within local and global environments (e.g., changes resulting from habitat loss, pest control or from introduction of new species; changes leading to species extinction)	2-4	Justice	Courage
	describe and interpret examples of scientific investigations that serve to inform environmental decision making	2-9	Prudence	Integrity
	illustrate, through examples, the limits of scientific and technological knowledge in making decisions about life-supporting environments (e.g., identify limits in scientific knowledge of the impact of changing land use on individual species; describe examples in which aboriginal knowledge—based on long-term observation—provides an alternative source of understanding)	4-8	Hope	Courage
	analyze a local environmental issue or problem based on evidence from a variety of sources, and identify possible actions and consequences (e.g., analyze a local issue on the control of the beaver population in a nearby wetland, and identify possible consequences)	2-4	Justice	Respect
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Skill Outcomes (focus on the use of research and inquiry skills to inform the decision-making process)				
Initiating and Planning		Task:	Virtue:	Value:
Ask questions about the relationships between and among observable variables, and plan investigations to address those questions	identify science-related issues (<i>e.g., identify a specific issue regarding human impacts on environments</i>)	2-4	Prudence	Integrity
	identify questions to investigate arising from practical problems and issues (<i>e.g., identify questions, such as: "What effects would an urban or industrial development have on a nearby forest or farming community?"</i>)	2-8	Hope	Stewardship
	state a prediction and a hypothesis based on background information or an observed pattern of events (<i>e.g., predict changes in the population of an organism if factor X were increased, or if a species were introduced or removed from the ecosystem; propose factors that will affect the population of a given animal species</i>)	1-1	Prudence	Integrity
	select appropriate methods and tools for collecting data and information (<i>e.g., select or develop a method for estimating a plant population within a given study plot; design a survey as a first step in investigating an environmental issue</i>)	2-2	Prudence	Stewardship
Performing and Recording		Task:	Virtue:	Value:
Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data	research information relevant to a given problem or issue			
	select and integrate information from various print and electronic sources or from several parts of the same source (<i>e.g., compile information on a global environmental issue from books, magazines, pamphlets and Internet sites, as well as from conversations with experts</i>)	2-9	Prudence	Responsibility Respect
	use tools and apparatus effectively and accurately for collecting data (<i>e.g., measure factors, such as temperature, moisture, light, shelter and potential sources of food, that might affect the survival and distribution of different organisms within a local environment</i>)	2-9	Prudence	Responsibility Respect
	estimate measurements (<i>e.g., estimate the population of a given plant in a one square metre quadrat, and use this figure to estimate the population within an area of 100 square metres</i>)	2-9	Prudence	Responsibility Respect
Analyzing and Interpreting		Task:	Virtue:	Value:
Analyze qualitative and quantitative data, and develop and assess possible explanations	identify strengths and weaknesses of different methods of collecting and displaying data (<i>e.g., compare two different approaches to measuring the amount of moisture in an environment; analyze information presented by proponents on two sides of an environmental issue</i>)	2-9	Justice	Responsibility Respect
	compile and display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables, bar graphs and line graphs (<i>e.g., illustrate a food web, based on observations made within a given</i>	2-9	Justice	Responsibility Respect

	<i>environment)</i>			
	use and/or construct a classification key (<i>e.g., use a classification guide to distinguish and identify organisms found within a given area</i>)	2-9	Justice	Responsibility Respect
Communication and Teamwork		Task:	Virtue:	Value:
Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results	communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means (<i>e.g., present findings from an analysis of a local issue, such as the control of the beaver population in a nearby wetland</i>)	2-9	Justice Prudence	Respect Responsibility
	evaluate individual and group processes used in planning, problem solving, decision making and completing a task	2-9	Justice Prudence	Respect Responsibility
	defend a given position on an issue, based on their findings (<i>e.g., make a case for or against on an issue, such as: "Should a natural gas plant be located near a farming community?"</i>)	2-9	Justice Prudence	Respect Responsibility
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Attitude Outcomes				
Interest in Science		Task:	Virtue:	Value:
	Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields (<i>e.g., take an interest in media reports on environmental issues, and seek out further information; express an interest in conducting scientific investigations of their own design; develop an interest in careers related to environmental sciences</i>)	1-1	Temperance	Work & Perseverance
Mutual Respect		Task:	Virtue:	Value:
	Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds (<i>e.g., show awareness of and respect for aboriginal perspectives on the link between humans and the environment</i>)	1-7 4-7	Justice Fortitude	Cooperation
Scientific Inquiry		Task:	Virtue:	Value:
	Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues (<i>e.g., take the time to accurately gather evidence and use instruments carefully; consider observations, ideas and perspectives from a number of sources during investigations and before drawing conclusions and making decisions</i>)	2-9	Justice	Responsibility
Collaboration		Task:	Virtue:	Value:
	Work collaboratively in carrying out investigations and in generating and evaluating ideas (<i>e.g., consider alternative ideas, perspectives and approaches suggested by members of the group; share the responsibility for carrying out decisions</i>)	2-2	Faith	Cooperation
Stewardship		Task:	Virtue:	Value:
	Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a	2-10	Temperance	Stewardship

	sustainable environment (<i>e.g., assume personal responsibility for their impact on the environment; predict consequences of proposed personal actions on the environment; consider both immediate and long-term consequences of group actions; identify, objectively, potential conflicts between responding to human wants and needs and protecting the environment</i>)			
Safety		Task:	Virtue:	Value:
	Show concern for safety in planning, carrying out and reviewing activities (<i>e.g., select safe methods and tools for collecting evidence and solving problems; assume personal responsibility for their involvement in a breach of safety or in waste disposal procedures</i>)	2-10	Temperance Justice	Self-discipline

Subject:	Science	Grade:	7
Unit:	B	Title:	Unit B: Plants for Food and Fiber
Topic:	Science and Technology Emphasis		

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Outcomes for Science, Technology and Society (STS) and Knowledge				
Investigate plant uses; and identify links among needs, technologies, products and impacts				
	illustrate and explain the essential role of plants within the environment	1-1	Temperance	Stewardship
	describe human uses of plants as sources of food and raw materials, and give examples of other uses (<i>e.g., identify uses of plants as herbs or medicines; describe plant products, and identify plant sources on which they depend</i>)	2-2	Temperance	Stewardship
	investigate the extent of natural and managed living resources in agricultural, horticultural, forest and grassland environments; and identify examples of local and global change (<i>e.g., describe changes in the size of forested areas; describe changes in the characteristics of forested areas</i>)	1-1	Prudence	Self-discipline Responsibility
	investigate practical problems and issues in maintaining productive plants within sustainable environments, and identify questions for further study (<i>e.g., investigate the long-term effects of irrigation practices or fertilizer use</i>)	2-2	Justice	Self-discipline Integrity
Investigate life processes and structures of plants, and interpret related characteristics and needs of plants in a local environment		Task:	Virtue:	Value:
	describe the general structure and functions of seed plants (<i>e.g., describe the roots, stem, leaves and flower of a common local plant</i>)			
	investigate and interpret variations in plant structure, and relate these to different ways that plants are	1-1	Prudence	Stewardship

	adapted to their environment (<i>e.g., distinguish between plants with shallow spreading roots and those with deep taproots; describe and interpret differences in flower form and in the timing of flower production</i>)			
	investigate and interpret variations in needs of different plants and their tolerance for different growing conditions (<i>e.g., tolerance for drought, soil salinization or short growing seasons</i>)	1-1	Prudence	Stewardship
	describe the processes of diffusion, osmosis, conduction of fluids, transpiration, photosynthesis and gas exchange in plants [<i>Note: This item requires a general understanding of the processes; it does not require knowledge of the specific biochemistry of these processes.</i>]			
	describe life cycles of seed plants, and identify example methods used to ensure their germination, growth and reproduction (<i>e.g., describe propagation of plants from seeds and vegetative techniques, such as cuttings; conduct a germination study; describe the use of beehives to support pollination</i>)	1-1	Prudence	Stewardship
Analyze plant environments, and identify impacts of specific factors and controls		Task:	Virtue:	Value:
	describe methods used to increase yields, through modifying the environment and by creating artificial environments (<i>e.g., describe processes used in raising bedding plants or in vegetable production through hydroponics</i>)	2-2	Justice	Honesty
	investigate and describe characteristics of different soils and their major component (<i>e.g., distinguish among clayey soils, sandy soils and soils rich in organic content; investigate and describe particle sizes, compaction and moisture content of soil samples</i>)	1-1		
	identify practices that may enhance or degrade soils in particular applications	2-2	Prudence	Courage
	describe and interpret the consequences of using herbicides, pesticides and biological controls in agriculture and forestry			
Identify and interpret relationships among human needs, technologies, environments, and the culture and use of living things as sources of food and fibre		Task:	Virtue:	Value:
	investigate and describe the development of plant varieties through selective breeding, and identify related needs and problems (<i>e.g., identify needs leading to the development of new grain varieties; identify problems arising from the development of new plant varieties that require extensive fertilization</i>)	4-6	Temperance	Stewardship
	investigate and identify intended and unintended consequences of environmental management practices (<i>e.g., identify problems arising from monocultural land use in agricultural and forestry practices, such as susceptibility to insect infestation or loss of diversity</i>)	1-5 2-2	Justice	Stewardship

	identify the effects of different practices on the sustainability of agriculture and environmental resources (<i>e.g., identify positive and negative effects of using chemical fertilizers and pesticides and of using organic farming practices</i>)	2-2	Justice	Stewardship
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Skill Outcomes (focus on problem solving)				
Initiating and Planning		Task:	Virtue:	Value:
Ask questions about the relationships between and among observable variables, and plan investigations to address those questions	define practical problems (<i>e.g., identify problems in growing plants under dry conditions</i>)	2-9		Motivation & Initiative
	identify questions to investigate arising from practical problems and issues (<i>e.g., What methods will help limit moisture loss from plants and soil? What reduction in the loss of soil moisture can be achieved through the use of a plastic ground sheet or through the use of a plastic canopy?</i>)	2-9		Motivation & Initiative
	rephrase questions in a testable form, and clearly define practical problems (<i>e.g., rephrase a broad question, such as: "What amount of fertilizer is best?" to become "What effect will the application of different quantities of fertilizer X have on the growth of plant Y and its environment?"</i>)	2-9		Motivation & Initiative
	state a prediction and a hypothesis based on background information or an observed pattern of events (<i>e.g., predict the effect of a particular plant treatment</i>)	2-9		Motivation & Initiative
	formulate operational definitions (<i>e.g., define the health of a plant in terms of its colour and growth pattern</i>)	2-9		Motivation & Initiative
Performing and Recording		Task:	Virtue:	Value:
Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data	research information relevant to a given problem			
	construct and test a prototype design to achieve a specific purpose (<i>e.g., develop and test a device for watering house plants over a two-week absence</i>)	2-9		Motivation & Initiative
	observe and record data, and create simple line drawings (<i>e.g., describe plant growth, using qualitative and quantitative observations; draw and describe plant changes resulting from an experimental procedure</i>)			
	estimate measurements (<i>e.g., estimate plant populations; estimate the surface area of a leaf</i>)			
Analyzing and Interpreting		Task:	Virtue:	Value:
Analyze qualitative and quantitative data, and develop and assess possible explanations	identify strengths and weaknesses of different methods of collecting and displaying data (<i>e.g., compare two different ways to measure the amount of moisture in soil; evaluate different ways of presenting data on the health and growth of plants</i>)			
	use and/or construct a classification key (<i>e.g., distinguish among several grain varieties, using a classification guide or key</i>)			
	compile and display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables, bar graphs and line graphs (<i>e.g., prepare a record of a plant's growth that charts its development</i>)			

	<i>personal responsibility for their impact on the environment; recognize that their consumption habits have environmental consequences)</i>			
Safety		Task:	Virtue:	Value:
	Show concern for safety in planning, carrying out and reviewing activities (<i>e.g., read the labels on materials before using them, and ask for help if safety symbols are not clear or understood; clean their work area during and after an activity</i>)	2-5	Fortitude	Self-discipline Responsibility

Subject:	Science		Grade:	7
Unit:	C	Title:	Heat and Temperature	
Topic:	Social and Environmental Emphasis			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Outcomes for Science, Technology and Society (STS) and Knowledge				
Illustrate and explain how human needs have led to technologies for obtaining and controlling thermal energy and to increased use of energy resources		Task:	Virtue:	Value:
	investigate and interpret examples of heat-related technologies and energy use in the past (<i>e.g., investigate uses of heat for domestic purposes, such as cooking or home heating, and for industrial processes, such as ceramics, metallurgy or use of engines</i>)			
	trace linkages between human purposes and the development of heat-related materials and technologies (<i>e.g., development of hair dryers and clothes dryers; development of protective clothing, such as oven mitts, ski suits and survival clothing</i>)			
	identify and explain uses of devices and systems to generate, transfer, control or remove thermal energy (<i>e.g., describe how a furnace and wall thermostat keep a house at a constant temperature</i>)			
	identify examples of personal and societal choices in using energy resources and technology (<i>e.g., identify choices that affect the amount of hot water used in their daily routines; identify choices in how that water is heated</i>)			
Describe the nature of thermal energy and its effects on different forms of matter, using informal observations, experimental evidence and models		Task:	Virtue:	Value:
	compare heat transmission in different materials (<i>e.g., compare conduction of heat in different solids; compare the absorption of radiant heat by different surfaces</i>)			
	explain how heat is transmitted by conduction, convection and radiation in solids, liquids and gases			
	describe the effect of heat on the motion of particles; and explain changes of state, using the particle model of matter			
	distinguish between heat and temperature; and explain temperature, using the concept of kinetic energy and the particle model of matter			
	investigate and describe the effects of heating and cooling on the volume of different materials, and identify applications of these effects (<i>e.g., use of expansion joints on bridges and railway tracks to</i>			

	<i>accommodate thermal expansion)</i>			
Apply an understanding of heat and temperature in interpreting natural phenomena and technological devices		Task:	Virtue:	Value:
	describe ways in which thermal energy is produced naturally (<i>e.g., solar radiation, combustion of fuels, living things, geothermal sources and composting</i>)			
	describe examples of passive and active solar heating, and explain the principles that underlie them (<i>e.g., design of homes to maximize use of winter sunshine</i>)			
	compare and evaluate materials and designs that maximize or minimize heat energy transfer (<i>e.g., design and build a device that minimizes energy transfer, such as an insulated container for hot drinks; evaluate different window coatings for use in a model home</i>)			
	explain the operation of technological devices and systems that respond to temperature change (<i>e.g., thermometers, bimetallic strips, thermostatically-controlled heating systems</i>)			
	describe and interpret the function of household devices and systems for generating, transferring, controlling or removing thermal energy (<i>e.g., describe in general terms the operation of heaters, furnaces, refrigerators and air conditioning devices</i>)			
	investigate and describe practical problems in controlling and using thermal energy (<i>e.g., heat losses, excess energy consumption, damage to materials caused by uneven heating, risk of fire</i>)			
Analyze issues related to the selection and use of thermal technologies, and explain decisions in terms of advantages and disadvantages for sustainability		Task:	Virtue:	Value:
	identify and evaluate different sources of heat and the environmental impacts of their use (<i>e.g., identify advantages and disadvantages of fossil fuel use; compare the use of renewable and nonrenewable sources in different applications</i>)			
	compare the energy consumption of alternative technologies for heat production and use, and identify related questions and issues (<i>e.g., compare the energy required in alternative cooking technologies, such as electric stoves, gas stoves, microwave ovens and solar cookers; identify issues regarding safety of fuels, hot surfaces and combustion products</i>)			
	identify positive and negative consequences of energy use, and describe examples of energy conservation in their home or community			

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Skill Outcomes (focus on problem solving)				
Initiating and Planning		Task:	Virtue:	Value:
Ask questions about the relationships between and among observable variables, and plan investigations to address those questions	identify science-related issues (<i>e.g., identify a health issue related to cold drafts in a building</i>)			
	identify questions to investigate arising from a problem or issue (<i>e.g., ask a question about the source of cold air in a building, or about ways to prevent cold areas</i>)			
	rephrase questions in a testable form, and clearly define practical problems (<i>e.g., rephrase a general question, such as: "How can we cut heat loss through windows?" to become "What effect would the addition of a plastic layer have on heat loss through window glass?" or "How would the use of double- or triple-paned windows affect heat loss?"</i>)			
	design an experiment, and control the major variables (<i>e.g., design an experiment to evaluate two alternative designs for solar heating a model house</i>)			
Performing and Recording		Task:	Virtue:	Value:
Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data	identify data and information that are relevant to a given problem or issue			
	select and integrate information from various print and electronic sources or from several parts of the same source (<i>e.g., describe current solar energy applications in Canada, based on information from a variety of print and electronic sources</i>)			
	use instruments effectively and accurately for collecting data (<i>e.g., accurately read temperature scales and use a variety of thermometers; demonstrate skill in downloading text, images, and audio and video files on methods of solar heating</i>)			
	carry out procedures, controlling the major variables (<i>e.g., show appropriate attention to controls in investigations of the insulative properties of different materials</i>)			
Analyzing and Interpreting		Task:	Virtue:	Value:
Analyze qualitative and quantitative data, and develop and assess possible explanations	compile and display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables, bar graphs and line graphs (<i>e.g., construct a database to enter, compare and present data on the insulative properties of different materials</i>)			
	identify, and suggest explanations for, discrepancies in data			
	identify and evaluate potential applications of findings (<i>e.g., the application of heat transfer principles to the design of homes and protective clothing</i>)			
	test the design of a constructed device or system (<i>e.g., test a personally-constructed heating or cooling device</i>)			
Communication and Teamwork		Task:	Virtue:	Value:
Work collaboratively	communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data			

on problems; and use appropriate language and formats to communicate ideas, procedures and results	tables, graphs, drawings, oral language and other means (<i>e.g., use electronic hardware to generate data summaries and graphs of group data, and present these findings</i>)			
	defend a given position on an issue, based on their findings (<i>e.g., defend the use of a particular renewable or nonrenewable source of heat energy in a particular application</i>)			
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Attitude Outcomes				
Interest in Science		Task:	Virtue:	Value:
	Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields (<i>e.g., apply ideas learned in asking and answering questions about everyday phenomena related to heat; show interest in a broad scope of science-related fields in which heat plays a significant role</i>)			
Mutual Respect		Task:	Virtue:	Value:
	Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds (<i>e.g., appreciate Aboriginal home designs of the past and present that use locally-available materials; recognize that science and technology develop in response to global concerns, as well as to local needs; consider more than one factor or perspective when making decisions on STS issues</i>)			
Scientific Inquiry		Task:	Virtue:	Value:
	Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues (<i>e.g., view a situation from different perspectives; propose options and compare them when making decisions or taking action</i>)			
Collaboration		Task:	Virtue:	Value:
	Work collaboratively in carrying out investigations and in generating and evaluating ideas (<i>e.g., choose a variety of strategies, such as active listening, paraphrasing and questioning, in order to understand other points of view; seek consensus before making decisions</i>)			
Stewardship		Task:	Virtue:	Value:
	Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment (<i>e.g., recognize the distinction between renewable and nonrenewable resources and the implications this has for responsible action; objectively identify potential conflicts between responding to human wants and needs and protecting the environment</i>)			
Safety		Task:	Virtue:	Value:
	Show concern for safety in planning, carrying out and			

	<i>reviewing activities (e.g., demonstrate concern for self and others in planning and carrying out experimental activities involving the heating of materials; select safe methods for collecting evidence and solving problems)</i>			
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Subject:	Science	Grade:	7
Unit:	D	Title:	Structures and Forces
Topic:	Science and Technology Emphasis		

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Outcomes for Science, Technology and Society (STS) and Knowledge		Task:	Virtue:	Value:
Describe and interpret different types of structures encountered in everyday objects, buildings, plants and animals; and identify materials from which they are made				
	recognize and classify structural forms and materials used in construction (<i>e.g., identify examples of frame structures, such as goal posts and girder bridges, examples of shell structures, such as canoes and car roofs, and examples of frame-and-shell structures, such as houses and apartment buildings</i>)			
	interpret examples of variation in the design of structures that share a common function, and evaluate the effectiveness of the designs (<i>e.g., compare and evaluate different forms of roofed structures, or different designs for communication towers</i>)			
	describe and compare example structures developed by different cultures and at different times; and interpret differences in functions, materials and aesthetics (<i>e.g., describe traditional designs of indigenous people and peoples of other cultures; compare classical and current designs; investigate the role of symmetry in design</i>)			
	describe and interpret natural structures, including the structure of living things and structures created by animals (<i>e.g., skeletons, exoskeletons, trees, birds' nests</i>)			
	identify points of failure and modes of failure in natural and built structures (<i>e.g., potential failure of a tree under snow load, potential failure of an overloaded bridge</i>)			
Investigate and analyze forces within structures, and forces applied to them		Task:	Virtue:	Value:
	recognize and use units of force and mass, and identify and measure forces and loads			
	identify examples of frictional forces and their use in structures (<i>e.g., friction of a nail driven into wood, friction of pilings or footings in soil, friction of stone laid on stone</i>)			
	identify tension, compression, shearing and bending forces within a structure; and describe how these forces can cause the structure to fail (<i>e.g., identify tensile forces that cause lengthening and possible snapping of</i>			

	<i>a member; identify bending forces that could lead to breakage)</i>			
	<i>analyze a design, and identify properties of materials that are important to individual parts of the structure (e.g., recognize that cables can be used as a component of structures where only tensile forces are involved; recognize that beams are subject to tension on one side and compression on the other; recognize that flexibility is important in some structures)</i>			
	<i>infer how the stability of a model structure will be affected by changes in the distribution of mass within the structure and by changes in the design of its foundation (e.g., infer how the stability of a structure will be affected by increasing the width of its foundation)</i>			
Investigate and analyze the properties of materials used in structures		Task:	Virtue:	Value:
	<i>devise and use methods of testing the strength and flexibility of materials used in a structure (e.g., measure deformation under load)</i>			
	<i>identify points in a structure where flexible or fixed joints are required, and evaluate the appropriateness of different types of joints for the particular application (e.g., fixed jointing by welding, gluing or nailing; hinged jointing by use of pins or flexible materials)</i>			
	<i>compare structural properties of different materials, including natural materials and synthetics</i>			
	<i>investigate and describe the role of different materials found in plant and animal structures (e.g., recognize the role of bone, cartilage and ligaments in vertebrate animals, and the role of different layers of materials in plants)</i>			
Demonstrate and describe processes used in developing, evaluating and improving structures that will meet human needs with a margin of safety		Task:	Virtue:	Value:
	<i>demonstrate and describe methods to increase the strength of materials through changes in design (e.g., corrugation of surfaces, lamination of adjacent members, changing the shape of components, changing the method of fastening)</i>			
	<i>identify environmental factors that may affect the stability and safety of a structure, and describe how these factors are taken into account (e.g., recognize that snow load, wind load and soil characteristics need to be taken into account in building designs; describe example design adaptations used in earthquake-prone regions)</i>			
	<i>analyze and evaluate a technological design or process on the basis of identified criteria, such as costs, benefits, safety and potential impact on the environment</i>			
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Skill Outcomes (focus on problem solving)				
Initiating and Planning		Task:	Virtue:	Value:

Ask questions about the relationships between and among observable variables, and plan investigations to address those questions	identify practical problems (<i>e.g., identify a problem related to the stability of a structure</i>)			
	propose alternative solutions to a practical problem, select one, and develop a plan (<i>e.g., propose an approach to increasing the stability of a structure</i>)			
	select appropriate methods and tools for collecting data to solve problems (<i>e.g., use or develop an appropriate method for determining if the mass of a structure is well distributed over its foundation</i>)			
	formulate operational definitions of major variables and other aspects of their investigations (<i>e.g., define flexibility of a component as the amount of deformation for a given load</i>)			
Performing and Recording		Task:	Virtue:	Value:
Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data	research information relevant to a given problem			
	organize data, using a format that is appropriate to the task or experiment (<i>e.g., use a database or spreadsheet for recording the deformation of components under different loads</i>)			
	carry out procedures, controlling the major variables (<i>e.g., ensure that tests to determine the effect of any one variable are based on changes to that variable only</i>)			
	use tools and apparatus safely (<i>e.g., select appropriate tools, and safely apply methods for joining materials; use saws and other cutting tools safely</i>)			
Analyzing and Interpreting		Task:	Virtue:	Value:
Analyze qualitative and quantitative data, and develop and assess possible explanations	compile and display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables, bar graphs, line graphs and scatterplots (<i>e.g., plot a graph, showing the deflection of different materials tested under load</i>)			
	identify and evaluate potential applications of findings (<i>e.g., identify possible applications of materials for which they have studied the properties</i>)			
	test the design of a constructed device or system (<i>e.g., test and evaluate a prototype design of a foundation for a model building to be constructed on sand</i>)			
	evaluate designs and prototypes in terms of function, reliability, safety, efficiency, use of materials and impact on the environment			
	identify and correct practical problems in the way a prototype or constructed device functions			

Communication and Teamwork		Task:	Virtue:	Value:
Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results	communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means (<i>e.g., produce a work plan, in cooperation with other team members, that identifies criteria for selecting materials and evaluating designs</i>)			
	work cooperatively with team members to develop and carry out a plan, and troubleshoot problems as they arise			
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Attitude Outcomes		Task:	Virtue:	Value:
Interest in Science		Task:	Virtue:	Value:
	Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields (<i>e.g., apply knowledge of structures in interpreting a variety of structures within their home community; ask questions about techniques and materials used, and show an interest in construction and engineering</i>)			
Mutual Respect		Task:	Virtue:	Value:
	Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds (<i>e.g., recognize that a variety of structural forms have emerged from different cultures at different times in history</i>)			
Scientific Inquiry		Task:	Virtue:	Value:
	Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues (<i>e.g., report the limitations of their designs; continue working on a problem or research project until the best possible solutions or answers are uncovered</i>)			
Collaboration		Task:	Virtue:	Value:
	Work collaboratively in carrying out investigations and in generating and evaluating ideas (<i>e.g., accept various roles within a group, including that of leadership; remain interested and involved in decision making that requires full-group participation; understand that they may disagree with others but still work in a collaborative manner</i>)			
Stewardship		Task:	Virtue:	Value:
	Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment (<i>e.g., consider the cause-and-effect relationships of personal actions and decisions</i>)			
Safety		Task:	Virtue:	Value:
	Show concern for safety in planning, carrying out and reviewing activities (<i>e.g., readily alter a procedure to ensure the safety of members of the group; carefully</i>			

	<i>manipulate materials, using skills learned in class or elsewhere; listen attentively to safety procedures given by the teacher)</i>			
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Subject:	Science	Grade:	7
Unit:	E	Title:	Planet Earth
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Outcomes for Science, Technology and Society (STS) and Knowledge				
Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions		Task:	Virtue:	Value:
	investigate and interpret evidence that Earth’s surface undergoes both gradual and sudden change (<i>e.g., recognize earthquakes, volcanoes and landslides as examples of sudden change; recognize glacial erosion and river erosion as examples of gradual/incremental change</i>)			
	interpret models that show a layered structure for Earth’s interior; and describe, in general terms, evidence for such models			
	identify and explain the purpose of different tools and techniques used in the study of Earth (<i>e.g., describe and explain the use of seismographs and coring drills, as well as tools and techniques for the close examination of rocks; describe methods used in oil and gas exploration</i>)			
	explain the need for common terminology and conventions in describing rocks and minerals, and apply suitable terms and conventions in describing sample materials (<i>e.g., use common terms in describing the lustre, transparency, cleavage and fracture of rocks and minerals; apply the Mohs’ scale in describing mineral hardness</i>)			
Identify evidence for the rock cycle, and use the rock cycle concept to interpret and explain the characteristics of particular rocks		Task:	Virtue:	Value:
	distinguish between rocks and minerals			
	describe characteristics of the three main classes of rocks—igneous, sedimentary and metamorphic—and describe evidence of their formation (<i>e.g., describe evidence of igneous rock formation, based on the study of rocks found in and around volcanoes; describe the role of fossil evidence in interpreting sedimentary rock</i>)			
	describe local rocks and sediments, and interpret ways they may have formed			
	investigate and interpret examples of weathering, erosion and sedimentation			
Investigate and interpret evidence of major changes in landforms and the rock layers that underlie them		Task:	Virtue:	Value:
	investigate and interpret patterns in the structure and			

investigations to address those questions	<i>will appear, based on observations at nearby sites</i>			
	formulate operational definitions of major variables and other aspects of their investigations (e.g., <i>define hardness by reference to a set of mineral samples, or by reference to the Mohs' scale of hardness</i>)			
Performing and Recording		Task:	Virtue:	Value:
Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data	carry out procedures, controlling the major variables			
	estimate measurements (e.g., <i>estimate the thickness of sedimentary layers</i>)			
	research information relevant to a given question (e.g., <i>research information regarding the effect of acid rain on the rate of rock weathering</i>)			
	select and integrate information from various print and electronic sources or from several parts of the same source (e.g., <i>demonstrate proficiency in uploading and downloading text, image, audio and video files</i>)			
	organize data, using a format that is appropriate to the task or experiment (e.g., <i>use diagrams to show the shape and thickness of different layers in a rock outcrop</i>)			
Analyzing and Interpreting		Task:	Virtue:	Value:
Analyze qualitative and quantitative data, and develop and assess possible explanations	use or construct a classification key (e.g., <i>apply a classification key to identify a group of rocks from a local gravel yard</i>)			
	interpret patterns and trends in data, and infer and explain relationships among the variables (e.g., <i>interpret example graphs of seismic data, and explain the lag time between data received at different locations</i>)			
	predict the value of a variable, by interpolating or extrapolating from data (e.g., <i>determine, in a stream table study, the quantity of sediment carried over a half-hour period, then extrapolate the amount that would be carried if the time were extended to a day, month, year or millennium</i>)			
	identify and suggest explanations for discrepancies in data (e.g., <i>suggest explanations for an igneous rock being found in a sedimentary formation</i>)			
	identify new questions and problems that arise from what was learned (e.g., <i>identify new questions that arise after learning about plate tectonics</i>)			
Communication and Teamwork		Task:	Virtue:	Value:
Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures	work cooperatively with team members to develop and carry out a plan, and troubleshoot problems as they arise (e.g., <i>each group member is assigned a task to investigate a particular mineral, and the results are pooled in a common data table</i>)			
	evaluate individual and group processes used in planning, problem solving, decision making and completing a task (e.g., <i>evaluate the relative success and scientific merits of an Earth science field trip organized and guided by themselves</i>)			

and results				
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Attitude Outcomes				
Interest in Science		Task:	Virtue:	Value:
	Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields (<i>e.g., recognize potential careers related to Earth science fields; pursue interests in rocks, through museum visits, personal collections or recreational reading</i>)			
Mutual Respect		Task:	Virtue:	Value:
	Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds (<i>e.g., appreciate the idea of "Mother Earth," and recognize different forms of this idea developed by different cultures; recognize the role of legend and myth in conveying understandings about Earth; recognize that scientific ideas about Earth have developed over time</i>)			
Scientific Inquiry		Task:	Virtue:	Value:
	Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues (<i>e.g., critically evaluate inferences and conclusions, basing their arguments on facts rather than opinions; identify evidence to support ideas; take the time to accurately gather evidence and use instruments carefully</i>)			
Collaboration		Task:	Virtue:	Value:
	Work collaboratively in carrying out investigations and in generating and evaluating ideas (<i>e.g., listen to the ideas and points of view of others; consider alternative ideas and interpretations suggested by members of the group</i>)			
Stewardship		Task:	Virtue:	Value:
	Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment (<i>e.g., recognize that fossils are a part of public heritage and that they should not be defaced or removed from where they are found; consider the needs of other people and the precariousness of the environment when making decisions and taking action</i>)			
Safety		Task:	Virtue:	Value:
	Show concern for safety in planning, carrying out and reviewing activities (<i>e.g., wear safety goggles when testing the cleavage or fracture of rocks; ensure the proper disposal of materials</i>)			

Subject:	Social Studies		Grade:	7
Unit:	Topic 1	Title:		
Topic:	7.1 Toward Confederation			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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	7.1.1 appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation (C, I, TCC)			
	7.1.2 appreciate the challenges of co-existence among peoples (C, CC, I, LPP) Knowledge and Understanding			
	7.1.3 compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:			
	What were the different ways in which Aboriginal societies were structured (i.e., Iroquois Confederacy, Ojibwa, Mi'kmaq)? (CC, I, LPP)			
	How did the structures of Aboriginal societies affect decision making in each society (i.e., role and status of women, consensus-building)? (CC, TCC, PADM)			
	What were the social and economic factors of European imperialism? (CC, I, TCC)			
	In what ways did European imperialism impact the social and economic structures of Aboriginal societies? (ER, GC, PADM, TCC)			
	How was European imperialism responsible for the development of Acadia, New France and British settlements? (I, GC, PADM)			
	Who were the key figures in the French exploration and settlement of North America? (CC, LPP, TCC)			
	What roles did the Royal government and the Catholic church play in the social structure of New France (i.e., governor, intendant, Jesuits, religious congregations)? (ER, GC, PADM, LPP)			
	Who were key figures in the British exploration and settlement in North America? (CC, LPP, TCC)			
	What role did the British government play in the settlement in North America? (PADM, ER, LPP, GC)			
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	7.1.4 critically assess the economic competition relating to the control of the North American fur trade by exploring and reflecting upon the following questions and issues:	Task:	Virtue:	Value:
	How did the First Nations, French, British and Métis peoples interact with each other as participants in the fur trade? (TCC, ER, LPP)			

	How did the fur trade contribute to the foundations of the economy in North America? (ER, LPP, TCC)			
	How was Britain’s interest in the fur trade different from that of New France? (TCC, ER, GC)			
	How was economic development in New France impacted by the changing policies of the French Royal government? (PADM, ER, GC, TCC)			
	What was the role of mercantilism before and after the 1763 Treaty of Paris? (ER, TCC)			
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7.1.5 critically assess the political competition between the French and the British in attempting to control North America, by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	In what ways did conflicts between the French and British in Europe impact North America? (TCC, LPP)			
	How did conflicts between the French and the British in Europe become factors in the Great Deportation of the Acadians in 1755? (I, C, LPP, GC)			
	To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America? (TCC, LPP, GC)			
	How was British North America impacted by the Rebellion in the 13 Colonies and the subsequent Loyalist migration? (LPP, ER, TCC)			
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7.1.6 critically assess how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	What was the role and intent of Chief Pontiac in controlling British forts? (PADM, TCC)			
	How was the Royal Proclamation of 1763 an attempt to achieve compromise between the Aboriginal peoples, the French and the British? (PADM, TCC)			
	How did the Québec Act of 1774 contribute to the foundations of Canada as an officially bilingual country? (PADM, TCC)			
	What was the role of Chief Tecumseh in the War of 1812? (PADM, TCC)			
	How did the War of 1812 contribute to British identity in Canada? (I, LPP, TCC)			
	How did the War of 1812 contribute to defining Canada’s political boundaries? (LPP, TCC, I)			
	How was the Great Migration of 1815-1850 in Upper Canada and Lower Canada an attempt to confirm British identity in the Province of Canada? (LPP, I, TCC)			

	How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada? (PADM, LPP, I, TCC)			
	To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs? (PADM, LPP, TCC)			
	To what extent was Confederation an attempt to strengthen the Maritime colonies? (GC, TCC, LPP)			

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
	LPP The Land: Places and People	PADM	Power, Authority and Decision Making

Subject:	Social Studies		Grade:	7
Unit:	Topic 2	Title:		
Topic:	7.2 Following Confederation: Canadian Expansions			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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7.2.1	recognize the positive and negative aspects of immigration and migration (GC, LPP, C, I)			
7.2.2	recognize the positive and negative consequences of political decisions (PADM)			
7.2.3	appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP)			
7.2.4	critically assess the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:			
	What factors led to Louis Riel’s emergence as the leader of the Métis? (TCC, PADM, I, CC)			
	What similarities and differences existed between the causes of the Red River Resistance in 1869 and the second Métis uprising in 1885? (TCC, PADM, LPP)			
	How did the government of Canada’s response to the Red River Resistance and the second Métis uprising solidify Canada’s control of the West? (TCC, PADM)			
	To what extent were the Red River Resistance and the second Métis uprising a means to counter assimilation? (PADM, I, C)			
	What are the Métis, First Nations, French and British perspectives on the events that led to the establishment of Manitoba? (TCC, PADM, I, CC)			
	How was the creation of Manitoba an attempt at achieving compromise between the Métis, First Nations, French and British peoples? (TCC, PADM, I, LPP)			
	To what extent were the <i>Manitoba School Act</i> and evolving educational legislation in the Northwest Territories attempts at imposing a British identity in western Canada? (I, PADM, TCC)			

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
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7.2.5 evaluate the impact of Confederation and subsequent immigration on Canada from 1867 to World War I by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	What factors led to the purchase of Rupert’s Land in 1869? (TCC, PADM, LPP)			
	How did the National Policy determine the economic and demographic aspects of Canadian expansion? (TCC, ER, PADM, LPP)			
	How did changing demographics resulting from Clifford Sifton’s immigration policies affect the collective identity of Francophones in communities across western Canada? (I, TCC, PADM)			
	How did Asian immigrants contribute to the development of Canada (i.e., Chinese railway workers)? (TCC, CC, LPP)			
	In what ways did the building of the Canadian Pacific Railway affect the growth of Canada? (TCC, PADM, ER, LPP)			
	What was the role of the North-West Mounted Police in the development of western Canada? (PADM, TCC)			
	What strategies were used by the government to encourage immigration from Europe? (GC, LPP, TCC)			
	What strategies were used by religious communities and missionaries to encourage migration and immigration to western Canada from Eastern Canada and the United States? (TCC, LPP, GC)			
	What impact did immigration have on Aboriginal peoples and communities in Canada? (GC, CC, I, TCC)			
	How did communities, services and businesses established by Francophones contribute to the overall development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (ER, TCC, CC, PADM)			
	How did immigrants from Eastern Europe contribute to the development of western Canada? (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (CC, ER, TCC, PADM)			
	To what extent was agricultural activity a key factor in the population growth of western Canada? (TCC, LPP, ER)			
	What factors led to British Columbia joining Confederation? (TCC, LPP, PADM)			

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	What factors led to Prince Edward Island joining Confederation? (TCC, LPP, PADM)			
	How were the needs of varied populations considered through the creation of Alberta and Saskatchewan? (LPP, TCC, PADM)			
	What were the underlying reasons for the negotiation of the numbered treaties? (C, I, LPP, TCC)			
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7.2.6 critically assess the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	What were the reasons for and consequences of Newfoundland joining Confederation? (PADM, TCC, I)			
	How did joining Confederation impact the citizens of Newfoundland? (C, I, PADM)			
	What are the social and economic effects of the changing roles and images of women in Canadian society (i.e., right to vote, working conditions, changing family structures)? (ER, I)			
	What challenges and opportunities have emerged as a result of increases in the Aboriginal population in western Canada? (LPP, CC, C, I)			
	How has the <i>Official Languages Act</i> contributed to bilingualism in Canada? (PADM, C, I)			
	How have Canadian immigration policies contributed to increased diversity and multiculturalism within the Canadian population? (PADM, GC, C, I)			
	What strategies and conditions are needed for the Franco-Albertan community to counter assimilation? (CC, I, PADM)			
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7.2.7 critically assess the impact of urbanization and technology on individual and collective identities in Canada by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	What impact has increased urbanization had on rural communities in Canada? (LPP, CC)			
	How did the emergence of large factories in Canada contribute to the development of Canada's economy? (ER, PADM)			
	In what ways did technological advances contribute to the development of Canada (e.g., aviation, farming equipment, radio transmissions, electronics, multimedia)? (ER, PADM)			
	What effects have Société Radio-Canada and the CBC had on Canadian identity? (I)			

Subject:	Social Studies	Grade:	7
Unit:		Title:	
Topic:	Skills and Processes		

Concept / Values	Course outcomes	Permeation outcomes		
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7.S.1	develop skills of critical thinking and creative thinking:	Task:	Virtue:	Value:
	determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue			
	critically evaluate ideas, information and positions from multiple perspectives			
	demonstrate the ability to analyze local and current affairs			
	re-evaluate personal opinions to broaden understanding of a topic or an issue			
	generate creative ideas and strategies in individual and group activities			
	access diverse viewpoints on particular topics, using appropriate technologies			
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7.S.2	develop skills of historical thinking:	Task:	Virtue:	Value:
	analyze historical issues in order to form or support an opinion			
	use historical and community resources to organize the sequence of historical events			
	explain the historical contexts of key events of a given time period			
	distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations of events			
	create a simulation or a model, using technology that permits the making of inferences			
	identify patterns in organized information			
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7.S.3	develop skills of geographic thinking:	Task:	Virtue:	Value:
	construct and interpret maps to broaden understanding of issues, places and people of Canada (i.e., elevation, latitude and longitude, population density, waterways)			
	use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps			
	interpret historical maps to broaden understanding of historical events			

	define geographic challenges and issues that lead to geographic questions			
	access and operate multimedia applications and technologies from stand-alone and online sources, e.g., GIS			
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7.S.4. demonstrate skills of decision making and problem solving:		Task:	Virtue:	Value:
	predict outcomes of decision-making and problem-solving scenarios from multiple perspectives			
	propose and apply new ideas and strategies to contribute to problem solving and decision making, supported with facts and reasons			
	articulate clearly a plan of action to use technology to solve a problem			
	identify appropriate materials and tools to use in order to accomplish a plan of action			
	use networks to brainstorm, plan and share ideas with group members			
	evaluate choices and the progress in problem solving, then redefine the plan of action as necessary			
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7.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:		Task:	Virtue:	Value:
	assume various roles within groups, including roles of leadership, where appropriate			
	identify and use a variety of strategies to resolve conflicts peacefully and equitably			
	consider the needs and perspectives of others			
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7.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:				
	support and participate in activities and projects that promote the well-being and meet the particular needs of their community			
////////////////////////////////////				
7.S.7 apply the research process:		Task:	Virtue:	Value:
	develop a position supported by information gathered through research			
	draw conclusions based upon research and evidence			
	determine how information serves a variety of purposes and that the accuracy or relevance may need verification			
	organize and synthesize researched information			
	formulate new questions as research progresses			
	integrate and synthesize concepts to provide an informed point of view on a research question or an issue			

	practice responsible and ethical use of information and technology			
	include and organize references as part of research			
	plan and conduct a search, using a wide variety of electronic sources			
	demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics, the choice of appropriate search engines for the topic			
	develop a process to manage volumes of information that can be made available through electronic sources			
	evaluate the relevance of electronically accessed information to a particular topic			
	make connections among related, organized data and assemble various pieces into a unified message			
	refine searches to limit sources to a manageable number			
	analyze and synthesize information to produce an original work			
////////////////////////////////////				
7.S.8	demonstrate skills of oral, written and visual literacy:	Task:	Virtue:	Value:
	communicate information in a clear, persuasive and engaging manner, through written and oral means			
	use skills of informal debate to persuasively express differing viewpoints regarding an issue			
	elicit, clarify and respond appropriately to questions, ideas and multiple points of view in discussions			
	listen to others in order to understand their perspectives			
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7.S.9	develop skills of media literacy:	Task:	Virtue:	Value:
	analyze the impact of television, the Internet, radio and print media on a particular current affairs issue			
	detect bias on issues presented in the media			
	examine techniques used to enhance the authority and authenticity of media messages			
	examine the values, lifestyles and points of view represented in a media message			
	identify and distinguish points of view expressed in electronic sources on a particular topic			
	recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used			

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Glossary of Terms and Concepts—Grade 7

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

assimilation	Process by which an individual or minority group loses their original culture when absorbed into another culture; in the context of colonialism, a policy of total integration of colonies to the colonizing country.
colony	Territory in a given country, which is dominated by a foreign country.
demographics	Data which pertains to the population of a given region or country.
Great Deportation	British uprooting of up to 12 000 Acadians from their homes in Nova Scotia in October of 1755. Confiscation of land, homes, cattle and other belongings of Acadians was authorized by the British crown.
immigration	Movement of people intending to establish a home and gain citizenship in a country which is not their native country.
imperialism	Policy of a country or empire to extend its authority or domination by political, economic or military means; policy of a state/government whose goal is for another state/government to become dependant on them politically or economically.
migration	Movement of people from one region of a country to another.
National Policy	Policy put in place by the government of John A. Macdonald, consisting of three major elements: a) the implementation of a series of tariffs to protect Canadian producers and products; b) the launching of the Canadian Pacific Railway in order to build a railroad from the central provinces to the Pacific coast; c) the establishment of immigration policies aimed specifically at populating western Canada.
settlement	Establishment of people in a new region; a newly colonized region.
Treaty of Paris	Also known as the Royal Proclamation, signed in 1763 to mark the end of the Seven Years' War, in which France ceded its North American territories to England, with the exception of St. Pierre and Miquelon.
urbanization	An increase in the number of people residing in cities; extension of urban boundaries to include previously rural areas.

Subject:	Health	Grade:	Grade 7
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
////////////////////////////////////				
WELLNESS CHOICES–General Outcome <i>Students will make responsible and informed choices to maintain health and to promote safety for self and others</i>				
1. Personal Health		Task:	Virtue:	Value:
	compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection			
	examine personal grooming/cleanliness, and evaluate the impact of grooming/cosmetic advertisements on personal grooming habits/choices			
	<i>examine the human reproductive process, and recognize misunderstandings associated with sexual development</i>			
	analyze the messages and approaches used by the media to promote certain body images and lifestyle choices			
	relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity			
	analyze social factors that may influence avoidance and/or use of particular substances			
2. Safety and Responsibility		Task:	Virtue:	Value:
	analyze the definition, effects and possible consequences of various forms of harassment			
	analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety			
	identify basic workplace safety procedures			
	identify and examine potential sources of physical/emotional/social support			
	identify characteristics of resiliency; e.g., problem- solving skills, positive self-esteem, social bonding			
	<i>identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture</i>			
	<i>examine the influences on personal decision making for responsible sexual behaviour</i>			
	<i>examine abstinence and decisions to postpone sexual activity as healthy choices</i>			
////////////////////////////////////				
RELATIONSHIP CHOICES–General Outcome <i>Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions</i>				
1. Understanding and Expressing Feelings		Task:	Virtue:	Value:
	analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism			
	analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals			
	identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection			
	analyze and practise constructive feedback; e.g., giving and receiving			
2. Interactions		Task:	Virtue:	Value:
	examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex			

	explore and evaluate the impact of media violence on relationships			
	evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose			
3. Group Roles and Processes		Task:	Virtue:	Value:
	analyze the potential effects of belonging to a group, team, gang			
	develop group goal-setting skills; e.g., collaboration			
////////////////////////////////////				
LIFE LEARNING CHOICES–General Outcome <i>Students will use resources effectively to manage and explore life roles and career opportunities and challenges</i>				
1. Learning Strategies		Task:	Virtue:	Value:
	develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g., determine learning styles, personal learning style			
	practise ways to extend personal capacity for learning; e.g., positive self-talk, affirmations			
	differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept “no” from others			
	revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community			
2. Life Roles and Career Development		Task:	Virtue:	Value:
	create a personal portfolio showing evidence of interests, assets and skills; e.g., certificates of participation			
	examine factors that may influence future life role/ education/career plans; e.g., technology, role models			
3. Volunteerism		Task:	Virtue:	Value:
	determine and use knowledge and skills of the class to promote school and community health			
	apply effective group skills to design and implement a school–community health enhancement plan; e.g., plant trees in playgrounds to provide future shade			

Please note that *italicized* outcomes contain topics related to human sexuality and that parents reserve the right to exempt their children from this instruction

Subject:	Phys Ed / Health	Grade:	7
Unit:	Title: Mapped Phys. Ed and Health curriculums		
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
////////////////////////////////////		Task:	Virtue:	Value:
Physical Education Curriculum		Health Curriculum		
Benefits Health – Do It Daily!		Wellness Choices		
	D7-1 participate regularly in, and identify the benefits of, an active lifestyle	W7.1 compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection		
	B7-4 identify different body types and how all types can contribute to, or participate positively in, physical activity	W7.4 analyze the messages and approaches used by the media to promote certain body images and lifestyle choices		
	B7-1 analyze personal nutritional habits and how they relate to performance in physical activity	W7.5 relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity		
	B7-5 discuss performance-enhancing substances as a part of the negative effect on physical activity	W7.6 analyze social factors that may influence avoidance and/or use of particular substances		
Physical Education Curriculum		Health Curriculum		
Benefits Health – Cooperation - Activity		Relationship Choices		
	B7-8 understand the connection between physical activity, stress management and relaxation	R7.3 identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection		
	C7-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	R7.4 analyze and practise constructive feedback; e.g., giving and receiving		
	A7-11 demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity	R7.9 develop group goal-setting skills; e.g., collaboration		
	C7-5 select and apply practices that contribute to teamwork			

	C7-6 identify and demonstrate positive behaviours that show respect for self and others				
Physical Education Curriculum		Health Curriculum			
Do it daily!		Life Learning Choices		Task:	Virtue:
	D7-6 record and analyze personal goals based on interests and abilities	L7.4	revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community		
	D7-7 evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging				

Subject:	Phys Ed	Grade:	7
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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	<i>Students will</i> acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits			
	Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water	Task:	Virtue:	Value:
	A7-1 demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance			
	A7-2 demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance			
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	Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging	Task:	Virtue:	Value:
	A7-3 demonstrate ways to improve and refine the functional and expressive quality of nonlocomotor skills to improve personal performance			
	A7-4 demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance			
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	Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking	Task:	Virtue:	Value:
	A7-5 demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity			
	A7-6 demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance			
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	Application of Basic Skills in an Alternative Environment	Task:	Virtue:	Value:
	A7-7 demonstrate activity-specific skills in a variety of environments and using various equipment; e.g., orienteering			
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	Application of Basic Skills in Dance	Task:	Virtue:	Value:
	A7-8 refine and present a variety of dance sequences; e.g., folk, square, social and novelty, alone and with others			
	A7-9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and			

	patterns			
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Application of Basic Skills in Games		Task:	Virtue:	Value:
	A7-10 demonstrate activity-specific basic skills in a variety of games			
	A7-11 demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity			
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Application of Basic Skills in Types of Gymnastics		Task:	Virtue:	Value:
	A7-12 demonstrate ways to improve and refine the functional and expressive qualities of movements that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic			
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Application of Basic Skills in Individual Activities		Task:	Virtue:	Value:
	A7-13 demonstrate activity-specific skills in a variety of individual pursuits; e.g., power walk			
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GENERAL OUTCOME B: <i>Students will understand, experience and appreciate the health benefits that result from physical activity</i>				
Functional Fitness		Task:	Virtue:	Value:
	B7-1 analyze personal nutritional habits and how they relate to performance in physical activity			
	B7-2 demonstrate and evaluate ways to achieve a personal functional level of physical fitness			
	B7-3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio- respiratory activity; analyze individual abilities and formulate an individual plan for growth			
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Body Image		Task:	Virtue:	Value:
	B7-4 identify different body types and how all types can contribute to, or participate positively in, physical activity			
	B7-5 discuss performance-enhancing substances as a part of the negative effect on physical activity			
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Well-being		Task:	Virtue:	Value:
	B7-6 identify and explain the effects of exercise on the body systems before, during and after exercise			
	B7-7 interpret personal fitness changes as a result of physical activity			
	B7-8 understand the connection between physical activity, stress management and relaxation			
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GENERAL OUTCOME C: <i>Students will interact positively with others</i>				
Communication		Task:	Virtue:	Value:
	C7-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to			

