

CURRICULUM CONNECTIONS ONTARIO

Grade 7

SELECTED EXPECTATIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

Students will:

ARTS

- focus on the consolidation of students' knowledge, skills, and strategies in the arts and their ability to use the arts independently and effectively to enhance their learning in school and to communicate feelings and ideas about their multicultural, multimedia world.
- critically analyze and evaluate perspectives in works of dance, drama, music, and visual art.
- be able to choose independently to interact with content that has personal relevance in their day-to-day lives, including material that deals with issues related to fairness, equity, and social justice.

HEALTH AND PHYSICAL EDUCATION

- learn about the factors that contribute to healthy development and consider how that information connects to their personal health choices and to the health of others in the world around them.
- focus on making connections between their own health and the health and well-being of those around them.
- consider the consequences of bullying, harassment, and violent behavior and examine ways of preventing or responding to it.
- expand their understanding of the personal and social consequences of addictions, and examine how concerns with body image, which are very prevalent at this age, can lead to problematic substance use.

LANGUAGE

- focus on the consolidation of students' language knowledge, skills, and strategies and their ability to use them independently and effectively to understand, reflect on, apply, and communicate information and ideas, and for continued learning in school and in a multicultural, multimedia world.
- explore issues related to personal identity and community concerns as they interact with increasingly complex and/or challenging texts.
- critically analyze and evaluate perspectives in texts and the influence of media on their lives.
- be able to choose independently to read, listen to, or interact with texts that have personal relevance in their day-to-day lives, including texts that deal with issues related to fairness, equity, and social justice.
- develop the ability to independently choose and use appropriate forms, structures, vocabulary, conventions, and stylistic elements to communicate ideas and information effectively for diverse purposes and audiences.

MATHEMATICS

- develop, select, apply, and compare a variety of problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.
- develop and apply reasoning skills (e.g., recognition of relationships, generalization through inductive reasoning, use of counter-examples) to make mathematical conjectures, assess conjectures and justify conclusions, and plan and construct organized mathematical arguments.
- demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by assessing the effectiveness of strategies and processes used, by proposing alternative approaches, by judging the reasonableness of results, by verifying solutions).
- relate mathematical ideas to situations or phenomena drawn from other contexts (e.g., other curriculum areas, daily life, current events, art and culture, sports).

LINKS TO GLOBAL CONCEPTS

CONVENTION ARTICLES

INTERDEPENDENCE	IMAGES AND PERCEPTIONS	SOCIAL JUSTICE	CONFLICT AND CONFLICT RESOLUTION	CHANGE AND THE FUTURE	HUMAN RIGHTS
12, 13, 17, 28, 29	✓	✓	✓	✓	
3, 16, 17, 24, 29, 31, 42	✓		✓		✓
12, 13, 15, 17, 28, 29	✓	✓	✓	✓	
12, 13, 17, 28, 29	✓		✓	✓	

SELECTED EXPECTATIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

Students will:

SCIENCE AND TECHNOLOGY

- observe existing ecosystems and investigate factors that may affect balances within the system.
- learn to distinguish between mixtures and solutions, discover many of their characteristics, and come to understand their uses and importance in daily life.
- consider ideas about recycling excess or waste heat and about how to make better use of alternative, renewable heat sources to replace non-renewable resources that are being depleted.
- consider many factors, including not only the functions the structures must perform but also the resources available to build them, the intended lifetime of the structures, and the impact of the structures on the environment.

GEOGRAPHY

- investigate current local, national, or global environmental issues and events to extend their understanding of these themes.
- investigate the natural forces that contribute to (these) patterns and identify and explore relationships between natural and human systems.
- explore the many ways that people acquire and use natural resources, and the environmental impact of these actions; examine various ways in which human activity affects the sustainability of natural resources.

HISTORY

- examine the roots and culture of the French communities in North America during the seventeenth and eighteenth centuries.
- use inquiry/research and communication skills to explore how personalities and events shaped the new British colonies.
- describe the causes, personalities, and results of the rebellions of 1837–38 in Upper and Lower Canada in relation to themes of conflict and change.

CONVENTION ARTICLES

LINKS TO GLOBAL CONCEPTS

	INTER-DEPENDENCE	IMAGES AND PERCEPTIONS	SOCIAL JUSTICE	CONFLICT AND CONFLICT RESOLUTION	CHANGE AND THE FUTURE	HUMAN RIGHTS
3, 12, 13, 17, 24, 27, 29	✓		✓		✓	✓
15, 17, 27, 29	✓		✓		✓	✓
2, 12, 13, 14, 15, 17, 29, 30, 42	✓	✓		✓	✓	