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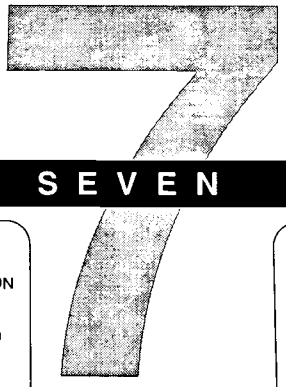
ABSTRACT

This handbook provides parents with information about the Grade 7 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 7 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life Skills"; (8) "Information and Communication Technology"; and (9) "Optional Courses" in Career and Technology Studies, Fine and Performing Arts, and Language Programs and Courses Other than English. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

# Curriculum Handbook *for* **Parents**

**2000–2001**



GRADE **SEVEN**



Alberta LEARNING

# Alberta Learning

This document, along with most Alberta Learning documents, can be found on the web site at <**http://www.learning.gov.ab.ca**>.

The parent document titles referenced in this handbook may be purchased from:

Learning Resources Distributing Centre
READING STUDENTS IS WHAT WE'RE ABOUT
12360 – 142 Street
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Telephone numbers of branches referred to in this handbook can be reached, toll free, inside Alberta, by dialing 310–0000.

Curriculum Branch
Telephone: 780–427–2984
Fax: 780–422–3745
Email: <curric.contact@edc.gov.ab.ca>

French Language Services Branch
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Telephone: 780–427–0010
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# Curriculum Handbook *for* **Parents**

**2000–2001**

GRADE **7**

## Table of *Contents*

*Message from the*
## Minister of Learning

Alberta offers more schooling options than ever before. The opportunity for choice reflects our commitment to quality education—the solid foundation every child needs to learn, grow and succeed.

While students are at the centre of the education system, parents are vital partners. Your involvement in your child's education is critical to his or her success. To help your child succeed—you need to know what is being taught. This handbook is developed to provide you with that information. As well, I encourage you to continue working closely with your child's teacher who can provide you with invaluable information and guidance.

The *Curriculum Handbook for Parents* series is your guide to each stage of learning. It is an outline of what we expect our students to know at each grade level of their education. When you know what is expected at school, you can provide the home support your children need. By reading about what they are learning at school and discussing it at home, you are sending a very important message to your child—that you value education.

Alberta Learning revises curriculum in the core subject areas every eight to ten years. This ensures that course content remains current and relevant, and meets the needs of students preparing for their futures.

Education is a fundamental part of the Alberta Advantage, and government's goal is for Alberta to have the best-educated students in the world. We can accomplish this only one way—by working *together.* We are all partners in education—parents, teachers, trustees, administrators, community members—and we must work to address issues and help ensure Alberta students acquire the knowledge and skills they need for a successful future.

Our children are our future, and our most important investment.

Dr. Lyle Oberg
M.L.A. Strathmore-Brooks
Minister of Learning

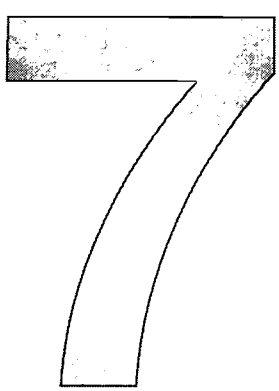
# *Introduction to the Grade 7 Handbook*

This handbook provides parents with information about the Grade 7 curriculum—the knowledge, skills and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 7 curriculum. It is based on the Alberta Learning *Program of Studies: Junior High Schools*. The handbook includes samples of what students are expected to learn in each subject. The complete curriculum for Grade 7 is available in all Alberta junior high schools.

# *Introduction*

TO THE JUNIOR HIGH
SCHOOL CURRICULUM

Alberta Learning specifies what all students are expected to learn and be able to do. The curriculum is organized into separate subjects or course areas and is designed to enable teachers to make connections across subjects, and to develop programming that accommodates a range of student needs. We expect that teaching methods and schedules will vary from school to school and from class to class to meet the diverse learning needs of students.



## *What Is Curriculum?*

Curriculum describes what students are expected to learn. In Alberta, curriculum is developed by Alberta Learning and is described in documents called programs of study for elementary, junior high and senior high schools.

The curriculum specifies what all students in the province are expected to learn in each subject area at each grade level. It is developed by Alberta Learning in consultation with teachers, administrators, parents, representatives from post-secondary institutions, and professional and community groups.

Teachers are responsible for using the curriculum to plan their teaching activities and set appropriate levels of challenge according to students' learning needs and abilities. Teachers regularly assess student progress and report to parents, students and school administrators.

A document entitled *The Parent Advantage* provides tips and strategies to assist parents in helping their children at home with their school work. This resource is available for purchase from the Learning Resources Distributing Centre.

### Achievement Tests

As well as being assessed by their teachers, students write provincial achievement tests in grades 3, 6 and 9. Grade 3 students write achievement tests in language arts and mathematics. Grades 6 and 9 students write achievement tests in language arts, social studies, mathematics and science. The results of these achievement tests are provided to school boards and schools. Parents may ask for their child's test results at their local school.

Information about provincial achievement testing in grades 3, 6 and 9 is provided in an Alberta Learning publication called *Parent Guide to Provincial Achievement Testing.* Individual guides for Grade 3 and for Grade 6 are available in elementary schools. The Grade 9 guide is available in junior high schools. The publications also may be obtained from Alberta Learning's Learner Assessment Branch.

### Special Needs

School boards are required to provide each resident student with an education program, including access to special education programs. If you think that your child may have special needs, talk to your child's teacher. *Partners During Changing Times* is an information booklet for parents of children with special needs. It provides a general overview of how you can be involved in the education of your children. This document is available on the Alberta Learning web site or by contacting the Special Programs Branch, Edmonton. An additional resource, *The Parent Advantage*, provides tips and strategies to assist parents in helping their children at home with their schoolwork. This resource is available for purchase from the Learning Resources Distributing Centre. As well, *A Handbook for Aboriginal Parents of Children with Special Needs* provides information to assist Aboriginal parents in working with schools to meet the special needs of their children. This resource is also available for purchase from the Learning Resources Distributing Centre.

## English as a Second Language

Many children born in Canada have a first language other than English, and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in grades 1 to 12. This helps them acquire sufficient fluency in English so they can integrate into the regular classroom as quickly as possible. If you think your child may have ESL needs, talk to your child's teacher.

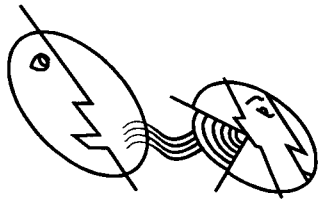
## Personal and Career Development

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In junior high school, students begin linking their personal aptitudes and goals to possible future careers. They continue to develop life skills, including such employability skills as cooperating with others and being reliable. At this stage, students begin to outline their own learning and career goals.

Personal and career development activities and outcomes are integrated into all junior high school courses and programs. The following junior high programs focus specifically on these topics: Health and Personal Life Skills 7–9, Physical Education 7–9, Career and Technology Studies (CTS) and work study. Many junior high schools organize special career development activities, such as mentoring, job shadowing, portfolios and annual career fairs. Students may be asked to complete a learning/career plan to help them select courses related to their interests and possible career opportunities.

# English Language Arts



Language is the basis of all communication. Language learning is an active process that begins at birth and continues throughout life. Children learn language as they use it to communicate their thoughts, feelings and experiences; establish relationships with family members and friends; and strive to make sense and order of their world. Responsibility for language learning is shared by students, parents, teachers and the community.

The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

***By the end of Grade 7, students will listen, speak, read, write, view and represent to:***

◆ ***explore thoughts, ideas, feelings and experiences***

- express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts
- explore and assess oral, print and other media texts recommended by others
- listen and respond constructively to alternative ideas or opinions
- talk with others to elaborate ideas, and ask specific questions to seek helpful feedback

◆ ***comprehend and respond personally and critically to oral, print and other media texts***

- select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information
- identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic
- identify and use, effectively and efficiently, structural features of textbooks, such as tables of contents and indices, to access ideas and information and to read with purpose
- apply, flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading
- experience oral, print and other media texts from a variety of cultural traditions and genres
- justify own point of view about oral, print and other media texts, using evidence from texts
- organize interpretations of oral, print and other media texts around two or three key ideas
- analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters
- discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts
- identify various forms and genres of oral, print and other media texts, and describe key characteristics of each

- identify the narrator's perspective, and explain how it affects the overall meaning of a text
- explain how sound and image work together to create effects in media texts
- choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts
- create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events

◆ ***manage ideas and information***

- consider audience, purpose, point of view and form when focusing topics for investigation
- use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts
- obtain information from a variety of sources, such as adults, peers, advertisements, magazines, lyrics, formal interviews, almanacs, broadcasts and videos, to explore research questions
- distinguish between fact and opinion, and follow the development of argument and opinion
- use pre-established criteria to evaluate the usefulness of a variety of information sources in terms of their structure and purpose
- organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose
- make notes, using headings and subheadings or graphic organizers appropriate to a topic; reference sources
- communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations
- identify strengths and areas for improvement in personal research skills

◆ ***enhance the clarity and artistry of communication***

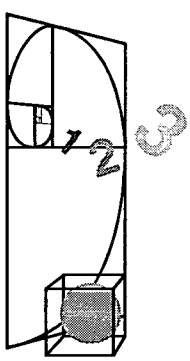
- incorporate particular content features of effective texts into own oral, print and other media texts
- revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning
- choose and use printing, cursive writing or word processing, depending on the task, audience and purpose
- identify differences between standard English and slang, colloquialism or jargon, and explain how these differences affect meaning
- distinguish between formal and informal conventions of oral and written language, and use each appropriately, depending on the context, audience and purpose
- use reference materials to confirm spellings and to solve spelling problems when editing and proofreading
- apply specific and effective strategies for learning and remembering the correct spelling of words in own writing

- present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions
- listen and view attentively to organize and classify information and to carry out multistep instructions

◆ ***respect, support and collaborate with others***

- discuss how ideas, people, experiences and cultural traditions are portrayed in various oral, print and other media texts
- select and use appropriate form and tone for specific audiences to celebrate special events and accomplishments
- demonstrate respect for diverse ideas, cultures and traditions portrayed in oral, print and other media texts
- take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs
- assist in setting and achieving group goals by inviting others to speak, suggesting alternatives, assigning tasks, sharing resources, following up on others' ideas and listening to a variety of points of view
- evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement.

## Mathematics



Mathematics is a common human activity, increasing in importance in a rapidly advancing, technological society. A greater proficiency in using mathematics increases the opportunities available to individuals. Students need to become mathematically literate in order to explore problem-solving situations.

At all levels, students benefit from working with appropriate materials, tools and contexts when constructing personal meaning about new mathematical ideas.

The main goals of mathematics education are to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

As students acquire the specified outcomes, they will also be expected to use the following seven mathematical processes:

Communication
Connections
Estimation and Mental Mathematics
Problem Solving
Reasoning
Technology
Visualization.

The mathematics content is organized into four strands:

Number
Patterns and Relations
Shape and Space
Statistics and Probability.

## Number

***By the end of Grade 7, students will:***

- Demonstrate a number sense for decimals and integers, including whole numbers.

Sample Student Tasks

- The Sun has a diameter of about 1 382 400 km and is about 148 640 000 km from Earth.
  Write these numbers in the following two forms:
  using expanded notation with powers of 10 and kilometres as units of length
  using scientific notation and kilometres as units of length.
  For what kind of numbers is the use of scientific notation most appropriate?
  How are the numbers affected, if metres are used as units of length?
- Carl saved his money and bought a mountain bike. His dad had given him $179.49, which was half the cost of the bike. Carl wrote a cheque for the full cost. Show how he wrote the amount in words and in numbers on the cheque.
- Explain how you could order the following numbers from least to greatest, using a number line with the benchmarks of $\frac{1}{2}$ and 1.

  $\frac{3}{7}, 1\frac{1}{3}, \frac{5}{9}, \frac{13}{12}, 1\frac{4}{9}$
- Bart used his calculator to express the following fractions as decimals:

  $\frac{1}{9} = 0.111...$

  $\frac{2}{9} = 0.222...$

  $\frac{3}{9} = 0.333...$

  Predict the decimals for $\frac{4}{9}$ and $\frac{7}{9}$.
  Predict what fraction will have 0.888 ... as a decimal.
  Check your predictions on your calculator.
  Can you explain the pattern in words?

- Temperatures at a variety of places across Canada at 3:00 p.m. on a certain day were as follows:
  +8°C, −3°C, −7°C, 0°C, +3°C, −12°C, +10°C.
  Arrange the temperatures from lowest to highest.

◆ Apply arithmetic operations on decimals and integers, and illustrate their use in solving problems.

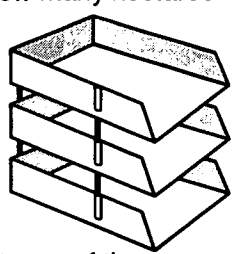
Sample Student Tasks

- Show how you can use two different coloured cubes to represent the following numbers, and combine them.
  $^{+}10 + {}^{-}6$
  $^{-}4 + {}^{-}7$
  $^{-}8 + {}^{+}5$
- Determine the missing operation signs so that the following statement is true.
  (7.4 □ 2.1) □ 14 = 1.11

◆ Illustrate the use of rates, ratios, percentages and decimals in solving problems.

Sample Student Tasks

- Almost 14% of Canada's land surface is covered by wetlands. If Canada's land surface is 1020 million hectares, how many hectares are covered by wetlands?
- Stacks of filing trays can be made by spacing the trays with riser rods. Four riser rods are needed for each space between the trays.
  How many riser rods are needed for a stack of:
  3 trays?
  6 trays?
  Write a formula for the number of riser rods ($r$) in terms of the number of trays ($t$).



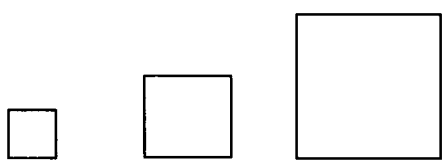
## Patterns and Relations

***By the end of Grade 7, students will:***

◆ Express patterns, including those used in business and industry, in terms of variables, and use expressions containing variables to make predictions.

Sample Student Tasks

- Measure the sides of each of the squares provided.



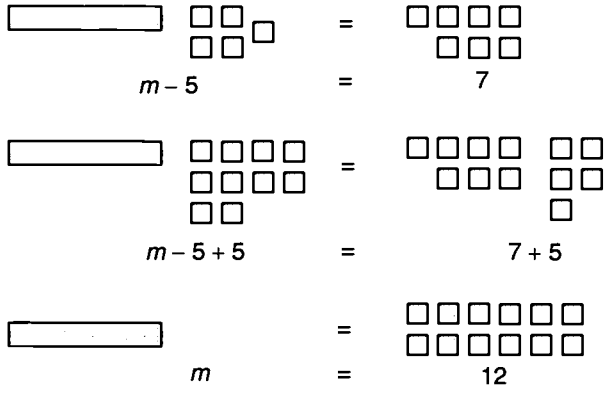
  Find the perimeter of each square.
  Make a graph by plotting the length of the sides on the horizontal axis and the perimeters on the vertical axis.
  Describe the pattern in the graph.
  From the results of this graph, make a rule for finding the perimeter of a square.
  Explain how you could verify your rule.

- ◆ Use variables and equations to express, summarize and apply relationships as problem-solving tools in a restricted range of contexts.

Sample Student Tasks

- An expression for the mass of two cans and five marbles is $2c + 5m$. Find the total mass, if each can has a mass of 200 g and each marble a mass of 75 g.
- Sharon had some money; she spent $5, and then she had $7 left. How much money did Sharon have to begin with?

  Ted wrote the equation $m - 5 = 7$ and used algebra tiles to solve it.




  Sharon had $12 to begin with.

  Use Ted's method to solve:
  Barb had some sports cards. She sold 6 and then she had 10 left. How many did she have to start with?

## Shape and Space

***By the end of Grade 7, students will:***

- ◆ Solve problems involving the properties of circles and their connections with angles and time zones.

Sample Student Tasks

- Gunther gathered a variety of circular objects, such as container lids and wheels. For each object, he measured the diameter with calipers and the circumference with a tape measure. He started making this chart:

| Object | Diameter (cm) | Circumference (cm) | Relationship between Diameter and Circumference |
|---|---|---|---|
| nut can lid | | | |
| bicycle wheel | | | |
| oatmeal container | | | |

He noticed a pattern in how the two measures for each object were related.

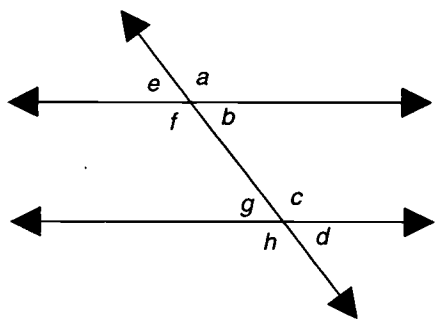
Estimate the relationship between diameter and circumference.
Test it by measuring the diameter of another object and predicting the circumference before measuring it.
Use your calculator to find the relationship in each case.
Make a rule that relates the diameter and circumference of a circle.

- If you left Vancouver at 8:25 a.m. (Pacific Time) and arrived in Winnipeg at 1:40 p.m. (Central Time), how long was your flight?

◆ Link angle measures to the properties of parallel lines.

Sample Student Tasks

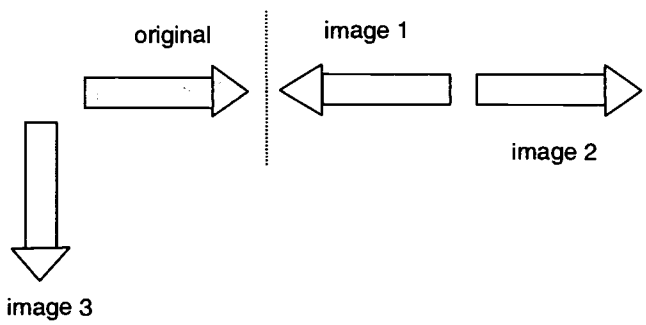
- If *a* is 100°, calculate the measures of each of the other angles. Justify each calculation.




◆ Create and analyze patterns and designs, using congruence, symmetry, translation, rotation and reflection.

Sample Student Tasks

- The picture below shows three images of an arrow. Identify each transformation and explain how the image is the same and how it is different from the original figure.




- A triangle has vertices (3, 2), (6, 2) and (6, 4). It is flipped into the second quadrant with the *y*-axis as the mirror line. This image is flipped into the third quadrant with the *x*-axis as the mirror line; and this image is flipped into the fourth quadrant with the *y*-axis as the mirror line. Draw the three images and give the coordinates of each vertex of each triangle.

**Statistics and Probability**

*By the end of Grade 7, students will:*

◆ Develop and implement a plan for the collection, display and analysis of data, using measures of variability and central tendency.

Sample Student Tasks

- For each of these questions:
  Is there a relationship between wrist circumference and height?
  Does smoking cause lung cancer?
  Does pet ownership enhance the quality of life for senior citizens?
  Explain what would be the most appropriate methods for collecting data.
  Identify potential ethical problems, need for sensitivity to personal and cultural beliefs, and cost when designing questions and collecting data.
- Keep a record of all your activities in a typical school day (24 h).
  Decide on categories for which the activities can be reported in number of hours (sleeping is an activity).
  Make a circle graph to show your typical school day.
  Share and compare graphs with other students.
  How can someone else's graph be useful to you?

◆ Create and solve problems, using probability.

Sample Student Tasks

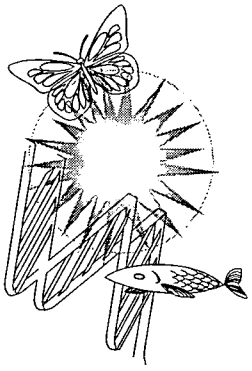
- For a picnic, Rosanna prepared some ham, some chicken and some cheese sandwiches. She also wrapped pieces of apple and cherry pie. Pauloosi picked a sandwich and a piece of pie.
  Make a table to show all the possible combinations of sandwich and pie that Pauloosi could have picked.
  Rosanna prepared 5 ham sandwiches, 6 chicken sandwiches and 4 cheese sandwiches. Pauloosi's favourite sandwich is chicken. If he chooses a sandwich without looking, what is the probability that it is chicken?

**Parent Document**

The booklet *Working Together in Mathematics Education* provides an overview of the new mathematics curriculum and shows some of the knowledge, skills and attitudes students are expected to learn. It presents some ways parents and others can support student learning in mathematics.

*Working Together . . .* is available for purchase from the Learning Resources Distributing Centre. This booklet is also available for viewing and downloading from the Alberta Learning web site.

# Science



In science, students develop knowledge and skills that help them understand and interpret the world around them. At each level of the junior high program, students learn basic concepts from earth, physical and life sciences, and are challenged to apply what they have learned. Through their studies, students are expected to develop skills of inquiry and experimentation, skills of solving practical problems, and skills of finding and evaluating information.

The Grade 7 science program consists of six units of study. Each unit focuses on a particular topic and develops three common themes:

- Nature of Science
- Science and Technology
- Science, Technology and Society.

The units of study are:

- Characteristics of Living Things
- Structures and Design
- Force and Motion
- Temperature and Heat Measurement
- Micro-organisms and Food Supplies
- Evidence of Erosion.

## Characteristics of Living Things

Students study living things, focusing on life cycles, adaptations and examples of stimulus-response. Inquiry skills emphasized in this unit are observing, classifying, designing experiments and interpreting results.

***By the end of Grade 7, students are expected to:***

- be aware of techniques for monitoring life functions; for example, measuring pulse and breathing rate
- identify and control variables in a simple experiment
- classify materials as living and nonliving
- infer the relationship of living things to their environments; for example, identify adaptations of animals that live in ponds
- identify and describe similarities between groups of living things; for example, compare birds and mammals
- describe and compare different life cycles; for example, life cycle of a frog and of a fish
- identify examples of adaptive structures; for example, specialized beaks of birds
- distinguish between instinctive and learned responses; for example, migration versus learning the location of specific food sources.

## Structures and Design

Students learn about the purpose and design of structures, the selection of materials and the nature of different designs. They also develop skills of planning, constructing and evaluating.

***By the end of Grade 7, students are expected to:***

- develop awareness and appreciation of the role of safety in good design

- identify alternative design solutions
- test a design by constructing a load-bearing prototype, using materials such as cardboard or wood
- evaluate the planning process
- recognize stems and skeletons as structural components of living things
- infer and describe the function of human-made structures
- recognize the relationship between choice of materials and the design used
- describe the function of different kinds of hinged components
- recognize costs to be considered in design decisions
- identify differences in requirements of structures built on earth and in space.

## Force and Motion

Students study a variety of forces, learning how to recognize, measure and describe their effects. They learn about the causes and effects of friction and about motion in space.

***By the end of Grade 7, students are expected to:***

- observe the effects of forces
- appreciate current technologies used in measuring force and mass
- predict consequences of forces; for example, predict changes in movement
- identify patterns and trends; for example, recognize how the length of a spring varies with the force
- infer force and motion relationships
- describe the direction of a force
- recognize and use units of force; for example, Newtons
- distinguish between mass and weight; for example, recognize that an astronaut's weight changes with location but that the mass does not
- identify factors that affect friction; for example, surface roughness.

## Temperature and Heat Measurement

Students learn about the effects of heat on materials, and how to apply this knowledge to heat and measurement. Students learn about the nature of heat and its sources.

***By the end of Grade 7, students are expected to:***

- respect precision in measurement
- identify and ask relevant questions
- observe the effects of heat on material
- develop theoretical explanations for the effects of heat on different materials
- describe temperature of materials in descriptive and nonquantitative terms
- calibrate a thermometer
- estimate temperature of materials in degrees Celsius
- describe the components of liquid thermometers and the functions of those liquids
- distinguish between the concept of temperature and the concept of heat
- recognize that different fuels may have different heat energy content.

### Micro-organisms and Food Supplies

Students learn ways of preserving food supplies for human consumption. They learn about micro-organisms, the environments in which micro-organisms live, and methods to prepare and preserve food safely. They also study how scientific knowledge is used to make personal and public decisions.

***By the end of Grade 7, students are expected to:***

- recognize the need for safety standards to prevent the spread of disease through food
- identify alternative ways to handle and process food; for example, drying, canning and pickling
- demonstrate responsibility through personal action
- identify practical difficulties in managing food supplies; for example, storing perishable foods for long periods of time
- describe variations in size, shape and movement of micro-organisms
- describe changes in food materials as they support the growth of a mould culture
- identify unsafe food handling procedures
- describe personal actions in ensuring the safety of personal food supplies.

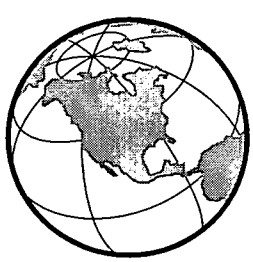
### Evidence of Erosion

Students learn about changes in the surface of the earth that result from erosion, transport and deposition of earth materials. Through this unit, students also learn about how scientific knowledge is developed and applied.

***By the end of Grade 7, students are expected to:***

- appreciate the impact of people on the physical earth
- measure the depth of sediments and the rates of stream flow
- infer causes of phenomena observed; for example, recognize evidence of glacial action
- recognize evidence of weathering; for example, recognize that steeply sloping river banks are a sign of erosion at work
- identify wind, water and ice as agents of erosion
- observe and interpret the porosity of different earth materials
- identify the range and location of glaciers, past and present
- recognize and describe methods for controlling erosion.

## Social Studies



Social studies helps students to learn basic knowledge, skills and attitudes needed to become responsible citizens and contributing members of society. Social studies includes the study of history, geography, economics, the behavioural sciences and humanities. Grade 7 social studies focuses on people and their culture. The content is organized around three topics that serve as the context for developing important skills and attitudes. In each topic, students are expected to address at least one issue and one question for inquiry. Suggestions for this inquiry are provided within the curriculum.

***Three topics are identified for Grade 7.***

## Culture

To develop an understanding of culture, students will study culture in their own immediate environment: home, school and community. Based on this experience, students will develop a basic understanding of their culture that will help in the study of any culture.

***By the end of Grade 7, students are expected to:***

- understand that communication in all its forms is how culture is learned
- understand that socialization is achieved through interaction with others
- understand that beliefs and values influence behaviour
- understand that individuals assume a variety of roles
- identify possible sources of information
- differentiate between main and related ideas
- draw conclusions about basic aspects of culture
- construct a retrieval chart outlining the major aspects of culture
- develop respect for the rights, needs, opinions and concerns of self and others.

## Cultural Transition: A Case Study of Japan

To help them understand cultural transition, students will study the changes that have occurred in the Japanese culture in the past century.

***By the end of Grade 7, students are expected to:***

- understand that change results from one or a combination of causes
- understand that change is a continuous process occurring unevenly within cultures
- understand that some aspects of culture are more enduring than others
- identify points of view expressed in cartoons, pictures or photographs
- read and interpret maps to identify relationships between geography and Japanese culture
- draw conclusions about cultural transition in Japan
- construct a chart outlining the major aspects of Japanese culture
- develop empathy for people experiencing change.

## Canada: A Bilingual and Multicultural Country

Students develop an understanding of the bilingual and of the multicultural nature of Canada. They study this topic, using the basic understanding of culture learned in the unit on culture. They will examine a variety of cultural groups, one of which will be Metis, Indian or Inuit.

***By the end of Grade 7, students are expected to:***

- understand that cultural heritage is part of an individual's identity
- understand that Canada's population is made up of a variety of cultural groups
- understand that bilingualism recognizes the existence of two official languages
- understand that multiculturalism supports the existence of cultural diversity

- read and interpret maps to illustrate the various nations from which many Canadians or their ancestors immigrated
- understand bilingualism and multiculturalism in Canada well enough to discuss the general concepts and relationships
- identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues for inquiry and research on bilingualism and multiculturalism in Canada
- develop respect and tolerance for the rights, needs, opinions and concerns of others
- develop respect for the bilingual and multicultural nature of Canada.

## Physical Education

The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life.

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

Four general outcomes form the basis of the K–12 curriculum. These are interrelated and interdependent. Each is to be achieved through participation in a variety of physical activities from the five dimensions outlined in general outcome A.

Each general outcome includes specific outcomes by grade, or by course name at the senior high school level. Specific outcomes for Grade 7 physical education follow.

***By the end of Grade 7, students will:***

### General Outcome A


◆ 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**

- demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance
- demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance
- demonstrate ways to improve and refine the functional and expressive quality of nonlocomotor skills to improve personal performance
- demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance
- demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity
- demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance

**Application of Basic Skills**

- demonstrate activity-specific skills in a variety of environments and using various equipment; e.g., orienteering
- refine and present a variety of dance sequences; e.g., folk, square, social and novelty, alone and with others
- choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns
- demonstrate activity-specific basic skills in a variety of games
- demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity
- 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
- demonstrate activity-specific skills in a variety of individual pursuits; e.g., power walk

***By the end of Grade 7, students will:***

**General Outcome B**


◆ understand, experience and appreciate the health benefits that result from physical activity.

**Functional Fitness**

- analyze personal nutritional habits and how they relate to performance in physical activity
- demonstrate and evaluate ways to achieve a personal functional level of physical fitness
- explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activity, analyze individual abilities and formulate an individual plan for growth

**Body Image**

- identify different body types and how all types can contribute to, or participate positively in, physical activity
- discuss performance-enhancing substances as a part of negative effect on physical activity

**Well-being**

- identify and explain the effects of exercise on the body systems before, during and after exercise
- interpret personal fitness changes as a result of physical activity
- understand the connection between physical activity, stress management and relaxation

***By the end of Grade 7, students will:***

**General Outcome C**


◆ interact positively with others.

**Communication**

- communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- identify positive active living role models

**Fair Play**
- demonstrate etiquette and fair play

**Leadership**
- identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education

**Teamwork**
- select and apply practices that contribute to teamwork
- identify and demonstrate positive behaviours that show respect for self and others

***By the end of Grade 7, students will:***

## General Outcome D


◆ assume responsibility to lead an active way of life.

**Effort**
- participate regularly in, and identify the benefits of, an active lifestyle
- identify and demonstrate strategies that encourage participation and continued motivation

**Safety**
- identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions
- explain the benefits of, and demonstrate safe, warm-up and cool-down activities
- recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for in-line skating, ball hockey

**Goal Setting/Personal Challenge**
- record and analyze personal goals based on interests and abilities
- evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging

**Active Living in the Community**
- identify local community programs that promote physically active lifestyles
- identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers

Consideration for exemptions from participation in physical education is given for medical conditions, when accompanied by medical certification from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from a parent to the principal and where access to facilities is prohibitive. When exemption is granted, activities consistent with the outcomes of the specific dimension should be substituted where appropriate.

# Health and Personal Life Skills


Each person begins life with unique characteristics, capabilities, limitations and the potential to grow as a person. A health program that encompasses the multidimensional nature of the person helps students recognize their potential and become aware of alternatives that will enhance their personal lifestyle.

The Health and Personal Life Skills program encourages the involvement of community agencies. To promote accurate information exchange and to encourage ongoing health education, it is important to involve parents and community resource people in the health program. Health education is a responsibility shared with the home, school and community.

The Health and Personal Life Skills curriculum is arranged around themes. While the themes are repeated throughout the junior high program, the focus and content are different in each grade.

## Self-awareness and Acceptance

Students are provided the opportunity to develop attitudes of self-awareness and acceptance.

***By the end of Grade 7, students are expected to:***

- understand the nature of self-concept
- understand the nature of feelings
- understand the relationship between values and decisions.

## Relating to Others

Students learn that interpersonal relationship skills help individuals make decisions about behaviour that allow them to feel good about themselves and function positively within their environment.

***By the end of Grade 7, students are expected to:***

- understand and appreciate their relationship with friends
- understand and appreciate their relationship with family members.

## Life Careers

Students consider their personal interests, aptitudes and abilities in relation to career awareness and personal career planning.

***By the end of Grade 7, students are expected to:***

- understand how personal and societal needs may be met through work
- understand that career planning is a lifelong process
- understand the relationship between individual characteristics, career development and personal satisfaction.

### Body Knowledge and Care

Students acquire the knowledge and skills to help them make effective decisions and to care for their body.

***By the end of Grade 7, students are expected to:***

- understand the relationship between lifestyle, health and individual responsibility for achieving wellness
- understand the importance of safety and emergency procedures when dealing with emergencies or injuries
- understand the need for accurate information when making decisions regarding drug use and lifestyle choices
- understand basic drug information relevant to adolescents.

### Human Sexuality

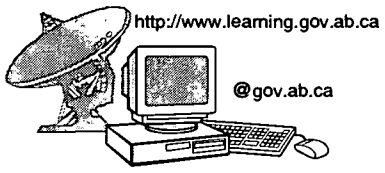
This theme emphasizes the individual nature of change, growth and the importance of one's family and personal values with respect to sexuality and sexual decision making.

***By the end of Grade 7, students are expected to:***

- understand and accept the stages and levels of physical and emotional/personal development that occur during puberty
- understand the process of reproduction
- understand alternatives to pregnancy.

Alberta Learning requires that all schools offer the Human Sexuality theme of the Health and Personal Life Skills program. Parents will be notified when this theme will be offered. Parents decide if their child will participate in the human sexuality component.

## Information and Communication Technology (ICT)




The ICT curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. Students in Kindergarten through Grade 12 will be encouraged to grapple with the complexities, as well as the advantages and disadvantages, of technologies in our lives and workplaces.

Technology is about the way things are done; the processes, tools and techniques that alter human activity. ICT is about the new ways in which we can communicate, inquire, make decisions, manage information and solve problems.

**The ICT curriculum is not intended to stand alone as a course, but rather to become a part of core courses and programs.**

The ICT curriculum will be implemented in all schools in Alberta over a three-year period, starting September 2000 through to June 2003.

**General and Specific Outcomes**

General outcomes for the ICT curriculum are statements that identify what students are expected to know and be able to do and value by the end of grades 1–3, 4–6, 7–9 and 10–12. There is a progressive sequence of skill development throughout the grades. Specific outcomes expand on the general outcomes and state in more detail what students are expected to learn. ICT outcomes are organized into three main categories, as shown in the charts below. For each category, all the general outcomes themselves also are listed.

| Communicating, Inquiring, Decision Making and Problem Solving | |
|---|---|
| C1 | Students will access, use and communicate information from a variety of technologies. |
| C2 | Students will seek alternative viewpoints, using information technologies. |
| C3 | Students will critically assess information accessed through the use of a variety of technologies. |
| C4 | Students will use organizational processes and tools to manage inquiry. |
| C5 | Students will use technology to aid collaboration during inquiry. |
| C6 | Students will use technology to investigate and/or solve problems. |
| C7 | Students will use electronic research techniques to construct personal knowledge and meaning. |

| Foundational Operations, Knowledge and Concepts | |
|---|---|
| F1 | Students will demonstrate an understanding of the nature of technology. |
| F2 | Students will understand the role of technology as it applies to self, work and society. |
| F3 | Students will demonstrate a moral and ethical approach to the use of technology. |
| F4 | Students will become discerning consumers of mass media and electronic information. |
| F5 | Students will practise the concepts of ergonomics and safety when using technology. |
| F6 | Students will demonstrate a basic understanding of the operating skills required in a variety of technologies. |

| Processes for Productivity | |
|---|---|
| P1 | Students will compose, revise and edit text. |
| P2 | Students will organize and manipulate data. |
| P3 | Students will communicate through multimedia. |
| P4 | Students will integrate various applications. |
| P5 | Students will navigate and create hyperlinked resources. |
| P6 | Students will use communication technology to interact with others. |

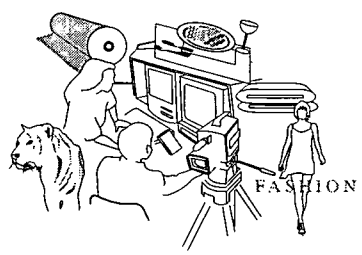
**Examples of Specific Outcomes**

***By the end of Grade 9, students are expected to:***

- communicate in a pervasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose
- evaluate the authority and reliability of electronic sources
- pose and test solutions to problems by using computer applications, such as computer-assisted design or simulation/modelling software.

The ICT curriculum, along with support documents, can be found on the Alberta Learning web site.

## Optional Courses




In addition to required courses, junior high schools are required to offer two provincially authorized optional courses. Optional courses are offered in the areas of career and technology studies, environmental and outdoor education, fine and performing arts, religious or ethical studies, and languages other than English. The range of optional courses offered varies from school to school dependent on such factors as student and parent preferences, facilities and staffing. Optional courses are designed to reinforce the learning in required courses, and to provide opportunities for students to explore areas of interest and areas related to potential careers.

## Career and Technology Studies

Career and Technology Studies (CTS) provides students with practical, hands-on learning experiences in the area of personal interest, general career exploration and applied technology. In CTS, students have the opportunity to use and apply technology effectively and efficiently to solve problems and produce usable products within a personally relevant career context.

The Career and Technology Studies program is organized into strands and courses. Schools select from 22 strands those courses that are most relevant for the students and the community. A strand is a group of courses that support a wide range of career and occupational opportunities within one particular category. A course defines what students should know and be able to do and, in general, takes about 25 hours to complete, although some students may need less or more time. Students progress through a sequence of courses completing more challenging projects and activities as they go. In senior high school, students can build on what they learned in junior high school, developing career-specific skills that will help them make a smooth transition into adult roles in the family, community, workplace or further education.

The 22 Career and Technology Studies program strands are:

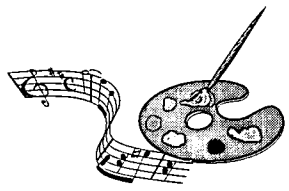
| | |
|---|---|
| Agriculture | Fashion Studies |
| Career Transitions | Financial Management |
| Communication Technology | Foods |
| Community Health | Forestry |
| Construction Technologies | Information Processing |
| Cosmetology Studies | Legal Studies |
| Design Studies | Logistics |
| Electro-Technologies | Management and Marketing |
| Energy and Mines | Mechanics |
| Enterprise and Innovation | Tourism Studies |
| Fabrication Studies | Wildlife |

The CTS program offered in each school will vary depending on student and parent wishes, staff and facilities. Parents are encouraged to visit their local school to determine which CTS courses are being offered.

***Students in Career and Technology Studies are expected to:***

- develop skills that they can apply in their daily lives now and in the future
- refine career planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

## Fine and Performing Arts



### Art

In art, students are expected to learn how to express their personal feelings and intuitions and to become art critics. To achieve this, students are expected to use traditional and contemporary tools, materials and media, to think like artists, to value the art creation, and to value the art form. The expectations for art are the same for students in grades 7, 8 and 9. Students are expected to demonstrate increased levels of performance during the three years in junior high school.

Three areas—drawings, compositions and encounters, provide the framework for the junior high art program.

***By using a variety of materials and techniques, students are expected to:***

- depict the visual world through drawing, painting and sculpting
- increase technical competencies in drawing, painting and sculpting
- develop competencies in composition and use of multiple media
- develop a vocabulary for critiquing their art work in a positive way
- use the proper vocabulary of art criticism
- investigate natural forms and man-made structures as source subjects
- compare natural and man-made artifacts
- understand the impact of artistic expression on cultures and across cultures.

## Drama

Drama encourages students to explore a variety of dramatic roles and develop a range of dramatic skills. Students set up a dramatic situation, act out the situation and reflect on the consequences. It is this reflection that provides the knowledge for self-development and improved performance. Through the five disciplines in the junior high drama program, students learn about the different forms and standards of drama and theatre.

*The five disciplines are:*

| | |
|---|---|
| **movement** | – physical, nonverbal expression |
| **speech** | – exploration of talking and speaking to effectively communicate ideas |
| **improvisation/acting** | – acting out of an idea or situation |
| **theatre studies** | – an introduction to the elements of drama and theatre |
| **technical theatre** | – stage construction and the use of sound, lighting, makeup, costumes, sets and props. |

## Music

Instrumental music, choral music and general music are the three distinct, yet related, programs in the junior high music curriculum. Development in any of these programs requires student involvement as a performer, listener and composer.

The **instrumental** music program is designed to be a sequential and developmental approach to music instruction in either a wind percussion program or strings program.

The **choral** music program provides opportunities for students to develop and increase musical competency through singing, listening, creating and reading music.

The **general** music program covers a wide variety of musical areas from composition to performance, history and the basics of music.

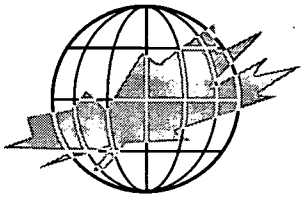
*The five main goals of junior high music are to enable students to:*

- develop skills in listening, performing and reading music
- strive for musical excellence
- understand, evaluate and appreciate a variety of music styles
- develop self-expression, creativity and communication through music
- increase their awareness of the history of music and the role of music in their lives.

# Language Programs and Courses Other Than English

In addition to studying the English language arts, students registered in an immersion or a bilingual program follow a language arts course in the target language; e.g., French, Ukrainian. In these programs, this target language is also used as the language of instruction in other subject areas, such as mathematics, science, social studies.

## French Immersion



In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers students an effective way to become functionally fluent in French while achieving all of the objectives of the regular program of studies. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

Although there are many delivery models present in Alberta schools, the most common model offered is referred to as early immersion. In this delivery model, students begin their immersion experience in Kindergarten and continue on in the program to Grade 12. There are also French immersion programs with other entry points; the most popular of these being late immersion, where the entry point is typically in Grade 7. As can be expected, the French language proficiency achieved by students is in large part determined by the exposure to the target language. Regardless of the model (early or late French immersion), students in these programs generally achieve excellent results on Alberta's achievement and diploma testing programs, including English Language Arts. Learning the French language is an integral part of the immersion experience and must take place in all subject areas taught in French.

Any course, for example, mathematics, science, social studies, offered in the French language has as its basis a French version of the English program of studies. It is identical or comparable, except for Grade 1 to Grade 3 social studies, to the one used in the English program. However, a program of studies specific to French immersion students was developed for the learning/teaching of French Language Arts. Some of the main French Language Arts learning outcomes are presented below.

## French Language Arts

At the junior high school level, the French Language Arts program of studies is intended to continue the work started at the elementary level, including vocabulary and syntax enrichment, to enable students to engage more actively and effectively in proposed activities. Students become increasingly aware of elements that ensure message clarity, such as exact, precise expressions and words, and correct, increasingly complex sentences. They learn to respect the basic rules of language in the oral exchanges that take place in the classroom as well as in their writing projects. By acquiring a select store of language, students equip themselves to better understand, clarify and express increasingly abstract thoughts. The program of studies also targets the development

of the students' ability to plan and monitor their communication projects, whether they are working individually, with classroom partners, or participating in activities organized by the francophone community. Students become more aware of factors that influence the way they communicate effectively in various contexts.

In **oral comprehension**, students learn to pay particular attention to the organization of a message (text structure and genre) and to their knowledge about the author, producer or broadcast to guide them in their listening. They learn to question their attitudes toward the task and the means they use to overcome difficulties.

In **reading comprehension**, students develop their reading ability by analyzing the task at hand and choosing the best way to tackle more complex passages. They improve their ability to analyze text characteristics for a better understanding of the internal organization (text structure and genre) and the author's intent.

In **oral production**, students learn the vocabulary and syntax that will enable them to express themselves in various contexts. They develop the ability to plan group projects and to interact effectively with their peers.

In **writing**, students gradually learn to draw up a work plan that will enable them to complete their writing projects more efficiently. They learn to organize and formulate their ideas clearly, while still respecting the rules of internal text organization as well as those of grammatical spelling. They also learn to edit their texts using various reference works.

**Note**: The development of language basics does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

***In Grade 7, learning occurs primarily through:***

- group work situations
- the reading to students of texts from various subject areas
- the reading to students of newspaper and magazine articles, short stories or chapters from novels
- listening to audio texts, such as documentaries
- viewing audiovisual materials.

During interactions with their peers in group work situations, students should be able to extract the information they need in order to accomplish the task effectively, and express their preferences and opinions with respect to various topics.

Students will learn to make predictions based on new indicators and pay special attention to *text structure*.

Teachers will select, for their students, texts:

- of 700 to 900 words for general texts, that is, texts that enable us to function in everyday life
- of over 900 words if reading with partners in a group project, or longer for narrative texts.

As for the development of reading strategies, students learn to tackle texts in different ways depending on the purpose of their reading, and to apply their knowledge to new text structures.

The proposed situations should allow students to demonstrate what they already know, what they have learned about a given subject, or to express their opinions based on examples from their readings, their interactions with others and so on. The topics chosen for the presentations may be from other areas of study. Students should have had the opportunity to explore topic-related vocabulary in various contexts.

The presentations and interactive situations should be well-structured, with emphasis on:

- use of expressions or words to describe events and their experiences
- use of words or expressions to join in a group discussion in a respectful manner
- use of words or expressions to support or encourage partners
- correct use of verbs and expressions to express their preferences, feelings and opinions
- respect for rules of agreement of nouns in number and adjectives in number and gender.

Should this program be of interest to you, contact your school jurisdiction to explore local program offerings. A wealth of information is also available in the publication entitled *Yes, You Can Help! A Guide for French Immersion Parents* available for purchase from the Learning Resources Distributing Centre. Additional information is also available from the French Language Services Branch and from Canadian Parents for French (CPF) at 403–262–5187, Calgary.

## French as a Second Language

In Alberta, French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 20 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

Depending upon a school board's language policy, French as a Second Language in junior high schools may be offered as an optional program or it may be a compulsory program. School boards may begin the program at different grade levels, since the program is based on developing language proficiency over a grade or grades without being grade specific. Many schools start the elementary program in Grade 4, but others may not begin until Grade 7 or later.

The program is designed to teach students how to understand what they hear and read in French, and to communicate their ideas orally and in written form, using an approach that is based on real-life experiences and situations. Students will also acquire knowledge about local, provincial and national francophone groups to become more aware of their presence and to better understand them. Students learn the French language vocabulary and grammar through thematic activities and projects that are related to real-life language experiences. At the same time, students are taught specific language learning strategies that will help them become better second language learners.

The program is organized into three language proficiency levels—Beginning, Intermediate and Advanced. Each of these proficiency levels is then further divided into three sublevels. In junior high schools, students start at the Beginning Level and progress through the Beginning 1, Beginning 2 and Beginning 3 sublevels. It could take students one or more school years to reach a particular language proficiency level, depending upon when the students start the program and how much time is given to French instruction in the school.

Students entering junior high school may either begin their French language experience or they can continue developing their language proficiency, depending upon the level that was attained in elementary school.

***For those starting French in junior high, the language content is based upon the concrete experiences of junior high students. These experiences provide a real-life context for understanding ideas in French and for communicating similar ideas. Each level has its own set of experiences that fall into the following areas:***

**Beginning 1**
- School
- People Around Us
- Weather
- Animals
- Holidays and Celebrations

**Beginning 2**
- Community
- Clothing
- Exercise
- Food
- Housing

**Beginning 3**
- Activities
- Vacations
- Fine Arts
- Trades and Professions
- Hygiene and Safety

As students work through these experiences, they develop their ability to understand and communicate in French. At the end of each level, the students must demonstrate the following knowledge and skills:

| Beginning 1 | Beginning 2 | Beginning 3 |
|---|---|---|
| The ability to understand simple ideas contained in listening texts, such as the temperature in a weather forecast.<br><br>The ability to talk about concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions. For example, students could talk about their family by naming the members of the family, giving their ages and birthdays. | The ability to understand simple ideas contained in listening texts, such as understanding directions to the corner store, and to understand simple reading texts, such as understanding the main food items on a menu.<br><br>The ability to talk and write about concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions. For example, students could provide their address, telephone number and order pizza over the telephone. They could also write a simple note to describe their house to a pen pal. | The ability to understand simple ideas contained in listening texts, such as a recorded message of flight departure times, and to understand simple reading texts, such as the safety rules on a safety week poster.<br><br>The ability to talk and write about concrete ideas, using a number of simple sentences to identify, list or describe people, places or things, ask simple questions, give information and simple advice. For example, students could telephone a travel agency to ask for prices for different travel destinations. They could also write a simple announcement for the school's Night of Music concert to promote it in the community. |

Once students have attained a Beginning Level 3 language proficiency, they then move into the next proficiency level, which is Intermediate Level 4.

***At the Intermediate level, the following set of language experiences are developed:***

| Intermediate 4 | Intermediate 5 | Intermediate 6 |
|---|---|---|
| – Health and Exercise<br>– Holidays and Celebrations<br>– Clubs and Associations<br>– Shopping<br>– Senses and Feelings | – Close Friends<br>– Fashion<br>– Social Life<br>– Outdoor Activities<br>– Advertising | – World of Work<br>– Trips, Excursions or Student Exchanges<br>– Money<br>– Role of the Media<br>– Conservation and the Environment |

At each of these levels, the students work through these experiences to continue developing their ability to understand and communicate in French.

***At the end of each level, the students must demonstrate the following knowledge and skills:***

| Intermediate 4 | Intermediate 5 | Intermediate 6 |
|---|---|---|
| The ability to understand main ideas and some details contained in listening and reading texts that are familiar and somewhat predictable, such as understanding some key ideas given in a radio program concerning someone's feelings, or understanding the main ideas and some details contained in travel brochures in order to decide which place would be the most appropriate for a school trip.<br><br>The ability to talk and write about concrete topics, using simple and complex sentences, to compare or describe people, places or things, or to give or ask for information or advice. For example, students could talk about their club on a radio talk show and invite people to join, or they could write about what they are feeling in a journal entry. | The ability to understand main ideas and most details contained in listening and reading texts that are familiar and somewhat predictable, such as understanding almost all of the key ideas and most details presented in a fashion show, or understanding all the main ideas and most of the details contained in an article discussing simple survival techniques.<br><br>The ability to talk and write about concrete topics, using simple and complex sentences, to compare or describe people, places or things, to give or ask for information or advice, or to narrate events in the past. For example, students could talk about their friends and what friendship means to them, or they could write a letter to a francophone pen pal. | The ability to understand all main ideas and almost all of the details contained in listening and reading texts that are somewhat familiar but less predictable, such as understanding almost all of the key ideas and most details presented in a televised interview on how to be successful in a job interview, or understanding all the main ideas and most of the details contained in an article discussing an environmental project.<br><br>The ability to talk and write about mostly concrete but sometimes abstract topics, using a series of simple and complex sentences, to compare or describe people, places or things, to give or ask for information or advice, or to narrate events in any tense. For example, students could simulate carrying out a job interview or they could write a formal letter to a company on its environmental practices. |

Once students have attained the Intermediate 6 language proficiency level, they then move into the Advanced Level 7 in senior high school.

**Parent Document**

The booklet *French as a Second Language (FSL) Program: A Guide for Parents* provides an overview of the Alberta FSL program. You may find this booklet particularly useful if you are considering FSL for a young child, helping an older child choose courses, or looking for ways to support your child in the FSL program. The booklet is available for purchase from the Learning Resources Distributing Centre and is also available for viewing and downloading from the Alberta Learning web site.

## German as a Second Language

This is a two-year, German second language program for junior high school students and is designed to develop effective communication skills in German, as well as develop cultural awareness. It can be taken in Grade 7 and Grade 8, or in Grade 8 and Grade 9.

***Upon completion of the program, students are expected to:***

- demonstrate their understanding of familiar questions, statements and instructions
- speak with reasonably correct intonation, rhythm and pronunciation
- reply with an appropriate answer to commonly asked questions and simple questions
- participate in a simple conversation directed by the teacher
- read for specific information and ideas within the range of their personal learning experiences and interests
- write familiar German, by:
  - copying
  - writing phrases from memory and dictation
  - composing simple statements and questions
  - answering questions in a controlled or guided context
- demonstrate awareness of the cultural implications of certain common linguistic forms.

## Native Languages

Blackfoot and Cree language and culture programs are designed to enable students to learn Native languages and to increase awareness of Native cultures.

***Students are expected to:***

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity and enhance personal development
- develop originality and creativity
- develop a desire to improve their competency in Blackfoot or Cree.

## Ukrainian Language Arts

Ukrainian Language Arts is offered as part of the Ukrainian bilingual program and is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian. The bilingual program begins in Kindergarten and goes through to Grade 12.

***Students are expected to:***

- obtain specific information from teacher-selected sources
- recognize how to express personal feelings, ideas and opinions
- organize and present, effectively, information of interest to their peers
- share feelings; share and support ideas and opinions
- respond personally to a variety of literary forms
- use literature and other art forms to reflect creatively upon experiences of general interest
- recognize and be sensitive to differences or similarities in cultures
- recognize the contribution of the lifestyle of Ukrainians to the wider community.

### Ukrainian as a Second Language, Six-year Program

The Ukrainian as a Second Language, six-year program, is designed for students who wish to learn to communicate with others in Ukrainian and to preserve Ukrainian language and culture. The program begins in Grade 7 and goes through to Grade 12.

*Students are expected to:*

- use appropriate social conventions
- ask and tell who someone is, someone's name, what something is
- carry out commands
- express actions in the negative
- ask and tell where people and objects are located, where one lives, simple directions
- ask and tell what one wants to do or needs to do
- count from 1 to 100 and recognize, orally, the ordinal numbers 1 to 10
- ask and tell the parts of the day, days of the week, seasons of the year.

### Other Languages

Locally developed language courses are available for Arabic, German, Italian, Japanese, Mandarin, Polish and Spanish. Contact your school board office for information about which language programs it offers.

## Other

### Environmental and Outdoor Education

In environmental and outdoor education, students develop interest and competence in outdoor studies and develop an understanding of their relationship to the environment. The course can be offered as a single course or as a sequence of courses.

*Following completion of the course(s), students are expected to demonstrate:*

- the basic knowledge, skills and attitudes required for safe and comfortable experiences
- understanding, respect and appreciation for themselves and others
- awareness and appreciation of living things
- understanding of basic ecological processes
- skill, judgement, confidence and sensitivity in a range of environmentally responsible activities in outdoor settings
- the ability to investigate the effects of human lifestyles on environment
- lifestyle strategies that encourage responsibility for local and global environments.

## Ethics

The ethics course is designed to help students become contributing, ethical and mature persons. The aim of the course is to help students become more thoughtful, to think of the interests of others, and to see ethical implications in their daily lives.

*Students are expected to learn:*

- working definitions of ethics and values
- decision-making skills
- about historical values and traditions
- about values of different cultural groups
- about their responsibility to their community.

*Modules include:*

- Winning and Losing
- Fairness and the Law
- Religion and Values
- Messages in Media.

## Locally Developed Courses

School boards may develop courses to be innovative and responsive to local and individual needs. Contact the school to learn about locally developed courses available in your jurisdiction.

# *Feedback*

## Curriculum Handbook for Parents 2000–2001

Grade 7

We would like to know what you think about this handbook. Are you a:

_____ Parent

_____ Teacher (please indicate level) ___ Division 1, ___ Division 2, ____ Division 3

_____ School Administrator (please indicate level) ___ Division 1, ___ Division 2, ____ Division 3

_____ District Administrator

_____ Other (please specify) _____

1. I found this document:
   - _____ extremely useful
   - _____ useful
   - _____ somewhat useful
   - _____ not very useful.

2. What could be done to make this document more useful?

_____

_____

_____

_____

3. Other comments and suggestions:

_____

_____

_____

_____

_____

*Thank you for your feedback.*

*Please send your response to:*

**Director, Curriculum Branch**
Alberta Learning
11160 Jasper Avenue
Edmonton, Alberta, Canada
T5K 0L2
Fax: 780–422–3745

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
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