**New Curriculum Big Ideas  
Reference Document for Teacher Planning and Communicating Student Learning**

The following compilation is from the first draft of the new curriculum. It is a living document and as the Ministry of Education adds to the document this resource will be updated in the portal. Please contact [kdawson@sd71.bc.ca](mailto:kdawson@sd71.bc.ca) if you notice that this reference document has not been undated.

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| **Grade 7** | |
| **Big Idea** | **Pop Out** |
| **Language Arts** | |
| Language and text can be a source of creativity and joy. | (text) Oral, written, visual, or digital communication:   * Oral texts include speeches, poems, plays, and oral stories * Written texts include novels, articles, and short stories * Visual texts include posters, photographs, and other images * Digital texts include electronic forms of all the above * Oral, written, and visual elements can be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements) |
| Exploring text and story helps us understand ourselves and make connections to others and to the world. | (story) Narrative texts that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories, can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. |
| Exploring and sharing multiple perspectives extends our thinking. |  |
| Developing our understanding of how language works allows us to use it purposefully. |  |
| Texts are created for different purposes and audiences. |  |
| Synthesizing the meaning from different texts and ideas helps us create new understandings. |  |
| **Mathematics** | |
| Numbers can be represented in many forms and reflect different relationships. |  |
| Numeracy helps us to see patterns, communicate ideas, and solve problems |  |
| Patterns allow us to see relationships and develop generalizations. |  |
| Geometry and measurement empower us to make meaning of the world. |  |
| We can apply mathematics to inquiry questions and use it to communicate information and data. |  |
| Data enable us to draw conclusions and make predictions in an unstable world. |  |
| **Science** | |
| The theory of evolution by natural selection provides an explanation for the diversity and survival of living things. | Questions to support inquiry with students:   * How do ecosystems and Earth systems change over time? * How do these changes affect biodiversity? |
| Elements consist of one type of atom, and compounds consist of atoms of different elements chemically combined. |  |
| The electromagnetic force produces both electricity and magnetism. | Questions to support inquiry with students:   * How is electricity generated? * What is the relationship between electricity and magnetism? |
| Earth and its climate have changed over geological time. | Questions to support inquiry with students:   * How and why have Earth and its climate changed over time? * How do people and their practices impact earth and its climate? |
| **Social Studies** | |
| Geographic conditions shaped the emergence of civilizations |  |
| Religious and cultural practices that emerged during this period have endured and continue to influence people. |  |
| Increasingly complex societies required new systems of laws and government. |  |
| Economic specialization and trade networks can lead to conflict and cooperation between societies. |  |
| **Career Education** | |
| Main focus is on Exploration.   * Personal identity * Relationship between students’ interests, attributes, competencies, and knowledge of career development * Goal setting * Community connections * Transferable skills * Leadership skills * First capstone project | Exploration:   * Big ideas, Curricular competencies, and content by stage |
| **Physical and Health Education** | |
| Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals. |  |
| Physical literacy and fitness contribute to our success in and enjoyment of physical activity |  |
| We experience many changes in our lives that influence how we see ourselves and others. |  |
| Healthy choices influence our physical, emotional, and mental well-being. |  |
| Learning about similarities and differences in individuals and groups influences community health. |  |
| **Arts Education** | |
| Through art making, one’s sense of identity and community continually evolves. | (art) Includes, but is not limited to the four disciplines of dance, drama, music, and visual arts. |
| Experiencing art challenges our point of view and expands our understanding of others. |  |
| Dance, drama, music, and visual arts are each unique languages for creating and communicating. | (communicating) Art itself is a form of communication. |
| Engaging in the arts develops people’s ability to understand and express complex ideas. |  |
| **Core French** | |
| Listening and viewing with intent help us understand an increasing variety of messages. |  |
| Meaningful interactions are possible even with limited French. |  |
| With basic French, we can explain why things are of interest to us and others. |  |
| Stories allow us to understand ideas in a meaningful way. |  |
| There are vibrant Francophone communities in many regions of the world. |  |
| Francophone communities in different parts of the world have similarities and differences. |  |