

# Grade 7 Overall Expectations

Overall Expectations	
<b>Literacy</b>	<ul style="list-style-type: none"><li>❖ R 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</li><li>❖ W 1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</li><li>❖ M 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</li></ul>
<b>History</b>	<ul style="list-style-type: none"><li>❖ A3. Understanding Historical Context: describe various significant events, developments, and people in Canada between 1713 and 1800, and explain their impact</li></ul>
<b>Math</b>	<ul style="list-style-type: none"><li>❖ B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life</li></ul>
<b>Science</b>	<ul style="list-style-type: none"><li>❖ 2. Understanding Life Systems: investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem;</li></ul>

## TAKE CARE OF YOURSELF!

School and school work is, usually, a way to develop the intellectual or mental part of ourselves. But we have other dimensions. We have a physical body, feelings, and a spirit (which you might be more comfortable thinking of as your “true” self.) We hope some of these suggestions, plus ideas of your own, will help you live in a way that supports not just your mental well-being and development, but your whole self. See if you can do something to support each aspect of yourself each day.

### PHYSICAL WELL-BEING

To take care of your physical well-being, you might:

- Move around! (skip, do jumping jacks, do sit-ups, do push-ups, go for a walk, etc.)
- Eat healthy food.
- Drink water.
- Get rest.
- Listen to your body.
- \_\_\_\_\_

### EMOTIONAL WELL-BEING

To take care of your emotional well-being, you might:

- Connect with somebody (call someone, talk to someone, sit with someone, etc.)
- Notice your feelings.
- Try to have compassion for yourself.
- Write something about what you are experiencing and how it makes you feel. Maybe share it.
- Create art. Maybe share it.
- Laugh.
- \_\_\_\_\_

### SPIRITUAL WELL-BEING

To take care of your spiritual well-being, you might:

- Do something for someone else.
- Meditate, pray, perform ceremony, or spend some time taking deep breaths.
- Make something.
- Offer thanks. It could even be thanks to something non-human, like the water that you drink or the plants growing through the cracks in the sidewalk.
- Ground yourself. Notice and express gratitude to the things and people surrounding you.
- \_\_\_\_\_

### MENTAL WELL-BEING

To take care of your mental well-being, you might:

- Enjoy a story. Read something, listen to a podcast or audio book, watch a movie or show.
- Listen to music that stimulates thoughts.
- Look at art you find engaging.
- Talk with someone you admire.
- Share your own observations or insights with someone you trust.
- \_\_\_\_\_

# Where Have I Come From?

**Focus:** *I come from a community that has helped me to develop values, beliefs, strengths and assets.*

LITERACY	
HISTORY	
 <p><b>READ</b></p>	<ul style="list-style-type: none"> <li>❖ Read the glossary found on page 7. Pay attention to the definitions of values and beliefs.</li> <li>❖ Ask yourself, “What are my beliefs and values? How has my family and community helped to shape them?”</li> <li>❖ Read the poem, “Nyansa Sem” (p.8) from TDSB student, J. Manu, and underline the words and phrases that refer to the poet’s identity, family, community, beliefs and values.</li> </ul>
 <p><b>WRITE</b></p>	<ul style="list-style-type: none"> <li>❖ List the poet’s beliefs and values. Beside each belief and value, write your thinking about the connections that you see between the poet’s beliefs &amp; values and his family and community.</li> </ul>
 <p><b>CREATE</b></p>	<p>Create a visual story through found objects</p> <ul style="list-style-type: none"> <li>❖ Gather between 4-6 items or images that are important to you and reflect your identity and family or community origins (examples, family photos, favourite song, etc.)</li> <li>❖ Thoughtfully arrange the items in a way that tells the story of where you come from.</li> <li>❖ Sketch or take a photo of the arrangement.</li> </ul>
 <p><b>REFLECT</b></p>	<ul style="list-style-type: none"> <li>❖ Using a visual representation as inspiration, brainstorm a list of words and phrases that tell the story of where you come from - including words that describe your identity, values and beliefs.</li> <li>❖ Write a one paragraph explanation of how your family/community has influenced your values, beliefs.</li> <li>❖ Using the same list of words, write at least one stanza of a free verse poem that relates to your origins and identity.</li> </ul> <p>For an example, see “Visual Storytelling Example” (p.7).p.</p>

# Where Have I Come From?

**Focus:** I come from a community that has helped me to develop values, beliefs, strengths and assets.

LITERACY	
HISTORY	
Extending My Thinking	
 <b>WRITE</b>	<ul style="list-style-type: none"> <li>❖ Make a list of three relationships you have with other human or non-human beings. Describe their relationship to you (e.g., my parent, my pet dog, my cactus) and describe, for each relationship, your responsibilities to that person or non-human being. Finally, explain what you know about yourself through these relationships.</li> </ul>
 <b>READ</b>	<ul style="list-style-type: none"> <li>❖ Read the short article about <b>Wampum</b> (p.9) and the brief <b>Residential Schools Overview</b> (p.10).</li> </ul>
 <b>CREATE</b>	<ul style="list-style-type: none"> <li>❖ Create an image that represents one of the following: a responsibility that you have, a responsibility that someone else has to you, or a responsibility that you think you or someone you are in relationship with should have.</li> </ul> <p>For example, you might illustrate something as simple as the responsibility to feed a pet or you might illustrate something as complex as the responsibility to support another person's choices. Please write a five-sentence explanation of your image, the responsibility that it represents, and what that responsibility says about you.</p>
 <b>WRITE</b>	<ul style="list-style-type: none"> <li>❖ Write a paragraph explaining how the wampum in the article influenced your image.</li> </ul>

# Where Have I Come From?

**MATHEMATICS**



**THINK**

Names play an important role in our lives and often have a deep history for the people who named you.

- ❖ Write down your full name and closely look at it. Where do you see math even in your name? Using the total number of letters, create as many fractions as you can (e.g. # of vowels or consonants/total # of letters).
- ❖ Remember the **numerator** (top number) is the part of the fraction and the **denominator** (bottom number) is the whole number of parts. ( $\frac{3}{4}=3$  is the numerator and 4 is the denominator)



**ACT**

Imagine comparing your fractions with 4 of your classmates whose first initials are J, C, A & M. Each one of them represented the number of consonants in their names differently:

<b>J:</b> $\frac{4}{5}$	= ? / 100	(hint: how many 5's are in 100?)
<b>C:</b> 75%	= ? / 100	(hint: this is already out of 100)
<b>A:</b> 0.68	= ? / 100	(hint: multiplying by 100 will shift the decimal two places)
<b>M:</b> $\frac{17}{20}$	= ? / 100	(hint: how many 20's are in 100?)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- ❖ Use a hundreds chart as a tool to help you think proportionally about how your peers described their fractions. Whose name has the most consonants?



**REFLECT**

- ❖ Think about how you see and use this math in your lives. Write down some examples of where you use math in your daily life.

# Where Have I Come From?

## SCIENCE

 <p><b>THINK</b></p>	<ul style="list-style-type: none"> <li>❖ Where is water and nature in your local community? What does that nature include? When you think about what nature is, what ideas/images come to mind? What role does nature play in your life?</li> </ul>
 <p><b>ACT</b></p>	<ul style="list-style-type: none"> <li>❖ Create a map of a community with which you have a strong connection.</li> <li>❖ Remember to include as much detail as possible. <b>It can be near where you live or other important communities for you, e.g., school community.</b> You can decide how large an area to include. <b>Biodiversity</b> (many different kinds of plants, animals) is important in nature because it supports all life to live, not just a few species. Include places that have <b>biodiversity</b> in your map.</li> <li>❖ Remember even small areas can have this. E.g. a large tree can provide a habitat for birds, squirrels, insects and more.</li> <li>❖ Using the map of a community that is important to you and the path water takes to get to your use, you will investigate the role of <b>biodiversity</b> and water in your life.</li> </ul>
 <p><b>REFLECT</b></p>	<p><b>Biodiversity</b> supports all living things around us.</p> <ul style="list-style-type: none"> <li>❖ In this activity, you created a visual of why it is important. Think about how you used information to create visuals (map, diagram) of what you knew or learned. How could you use the same approach, for example, with other information in this package where you create a visual for written text? If you cannot find an example in the package, think of any example.</li> </ul>

# Where Have I Come From?

## Glossary

*beliefs*: something that is held as true or real; a firmly held opinion

*values*: a person's standards for behaviour; a person's judgements about what is important in life

*strengths*: a person's beneficial qualities; attributes that are a source of support

*talents*: skills, abilities or gifts; all people have them

*identity*: who you are and how you think about yourself; a person's defining qualities, beliefs, characteristics

*colonization*: the action of settling among and attempting to establish control over Indigenous people of a region for the purpose of exploiting natural resources to gain profit and power

*racism*: prejudice and discrimination rooted in a belief that one racialized group is superior to another; hatred and violence directed racialized groups (e.g. anti-black racism)

*power*: authority or ability to control; the ability to influence

*privilege*: A special benefit that is available only to a particular person or group; not earned

*oppression*: the use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often in order to further empower and/or privilege the oppressor.

*policy*: a course of action adopted by an organization such as a government

## Visual Storytelling Example



**A. Keyword Brainstorm:** courage, selflessness, restoration, justice, fear, hurt, freedom, privilege, laughter, love, resilience, resistance, hiding, tough, solidarity, war, ancestors

**B. Where I come from:**

Beliefs- oppression and injustice must be challenged  
 Values- use personal privilege as means to seek justice  
 Strengths- courage to resist, humour & resilience

**Sample Paragraph - Explanatory**

By anonymous

These images tell part of the story of my family origins and how we came to be settlers in Canada. During World War II and the Nazi occupation of Holland, my ancestors, who were not Jewish, were part of the resistance to the oppression and annihilation of Jewish people. My family, along with many other Dutch families, hid Jewish people in their homes and helped others to escape the country. The objects that I have included in these visual stories remind me of how my ancestors used their privilege to resist facism and to save the lives of others. The stories of hiding and resistance that my grandmother humbly told me helped to shape my belief that oppression must be resisted and to value seeking justice in the world. My family also taught me about the healing power of humour and laughter. One of my strengths is my sense of humour and my ability to laugh at myself. So, laughter is one source of strength that provides me with the necessary resilience and courage to follow my purpose to resist oppression and seek justice. I am grateful to my ancestors for providing me with all that I need to follow my life's path and purpose!

# Where Have I Come From?

Nyansa Sem (J. Manu)

Full of Tribes and people  
A country where  
there is no peace and no  
Violence  
A country where  
Even though we are  
troubled  
We all have big smiling faces  
Most people think that  
Africans  
Are not human  
Because they are black.  
If they only knew that I am a smart  
Boy  
Who comes from an Ashanti  
tribe  
A tribe that is known for its  
Riches  
And wise elders  
If they only knew  
That being an African child  
Is about having wise elders  
Giving me proverbs  
to live longer  
and to succeed in life  
They will see that  
Africa is a beautiful place  
And we are not what  
They think we are.  
We are  
Smart  
Caring  
And  
We live in peace.

Nyasma Sem  
Now you have  
Learned something new.

J. Manu, TDSB, Urban Voice, 2019

# Where Have I Come From?

## Wampum by Lee Sheppard

Below are two wampum agreements. The word “wampum” is the Narrangansett word for a string of white beads created from whelk shells. A whelk is a sea creature. To make a wampum belt these white beads are woven together with purple beads created from quohog shells. A quohog is also a sea creature. The purple and white patterns on wampum belts represent agreements, often called treaties, made between groups of sovereign (free) peoples. The Canadian Encyclopedia says, “Ceremonies were held to celebrate the making of a treaty. At these ceremonies, the parties involved would exchange wampum belts to symbolize their agreement.”



Photo of a “Dish With One Spoon” wampum by Robert Durocher, Instructional Leader at the UIEC/TDSB

You and I, because we live around the Great Lakes, are expected to know and adhere to (follow) the wampum agreement known as “A Dish With One Spoon.” The “A Dish With One Spoon” wampum was an agreement or treaty made between the Haudenosaunee Confederacy and the Anishinaabeg in 1701. Teachings I have about “A Dish With One Spoon” agree with the Canadian Encyclopedia: “The ‘dish’ represents the land that is to be shared peacefully and the ‘spoon’ represents the individuals living on and using the resources of the land in a spirit of mutual cooperation.” Whether Haudenosaunee, Anishinaabe, or from another nation, all inhabitants of the Great Lakes region are expected to share and care for the land, water and all human and non-human beings, in this place.

### Two Row Wampum - 1613

This agreement was between the Haudenosaunee and the Dutch, and it represents their ships sailing down the river together. The idea is that they were to have equal space, sovereignty and self-determination, and that one would not interfere with the other.



Peace  
Haudenosaunee people with their law and customs  
Friendship  
European laws and customs  
Respect

Slide of the “Two Row Wampum” by Robert Durocher and Adrienne Plumley, Instructional Leaders at the UIEC/TDSB

There are other wampum all settlers in this territory should all know and follow. The “Guswenta” or “Two-Row” wampum is an agreement originally made between Dutch settlers and the Haudenosaunee in what is now New York State. This wampum has two-purple rows of beads between three white rows of beads. One purple row represents settlers travelling in their boat. The other row represents the Haudenosaunee in their canoe. The rows travel side by side, but they never touch. This shows the principle of non-interference. It reminds us that we are expected to live together in partnership, but to never get in the way of the other’s path.

# Where Have I Come From?

## A Residential School Overview

*by Lee Sheppard*

The Mohawk Institute Indian Residential school was opened in 1828 and had its first residential students in 1831. It was Canada's first Indian Residential School. According to The Canadian Encyclopedia article "Residential Schools in Canada," "With the passage of the British North America Act in 1867, and the implementation of the Indian Act (1876), the government was required to provide Indigenous youth with an education and to assimilate them into Canadian society." The Canadian Government met the requirement of assimilating Indigenous youth in part by creating residential schools. Honouring the Truth, Reconciling For The Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada says, "These residential schools were created for the purpose of separating Aboriginal children from their families, in order to minimize and weaken family ties and cultural linkages, and to indoctrinate children into a new culture—the culture of the legally dominant Euro-Christian Canadian society..." While schooling in Euro-western education was something that some Indigenous people wanted as they developed relationships with settlers, they never thought this education should interfere with their ability to learn in their own ways as well.