

Grade 7

Everything Else

Nothing Is Just One Thing

38 sheets · seven subjects · the year Social Studies splits in two

THIS BOOK BELONGS TO

	Language	who benefits · two texts that disagree · attributing sources	Sheets 1–7
	Français	year four · reading something real	Sheets 8–10
	Science	interactions · mixtures · structures · heat	Sheets 11–22
	History	1713–1800 and 1800–1850 · conflicting accounts	Sheets 23–27
	Geography	physical patterns · resources and sustainability	Sheets 28–32
	Health & P.E.	consent · online life · mental health	Sheets 33–35
	The Arts	elements in combination · the critical analysis process	Sheets 36–38

Grown-ups: two things before you start. Social Studies no longer exists

— from Grade 7 it is History and Geography, two subjects with two report card lines. And the citations here are deliberately uneven:

Health, French and the Arts carry strand names only

. Full detail on the last page.

See sheet 40

Who benefits if you believe it?

Grade 6 asked what a text left out. Grade 7 asks the harder question — who gains from you not noticing?

 examine

 ask

The claim	Who made it?	Who benefits if you believe it?
"Our chocolate bar is part of a balanced breakfast."		
"This phone is obsolete after two years."		
"Students learn better with our software."		
"The new development will create 200 jobs."		
"Recycling solves the plastic problem."		

The last one is the interesting one. Recycling *does* help. So who might want you to focus on it rather than on producing less plastic in the first place?

A claim can be true and still be doing work for somebody. "Who benefits?" is not an accusation — it is a question you ask of everything, including things you agree with.

Grown-ups:

the recycling example matters because the claim is genuinely true. That's what makes it a good test of the question.

Language · C3 Critical Thinking in Literacy



Two accounts that don't agree

You cannot just pick the one you like. Grade 7 expects you to work out **why** they differ and reach a position anyway.

compare decide

ACCOUNT A

"The factory brought work to a town that badly needed it. Within two years unemployment had halved, and families who had been leaving started to stay."

ACCOUNT B

"The factory took the river with it. Fish that people had eaten for generations were gone inside a decade, and the town's water has been treated ever since."

Question	Account A	Account B
What is it measuring?		
Over what timescale?		
Whose experience does it centre?		

Are they contradicting each other? Could both be entirely accurate at the same time?

Your position, in one sentence — and it must account for both accounts, not just one.

They are not contradicting each other at all. They are measuring different things over different timescales. Noticing that is the entire skill.

Grown-ups: the temptation is to declare one account "biased" and discard it. Both are accurate; they answer different questions. Language · C2 · C3

The words that carry across subjects

Every one of these appears somewhere else in this book. Not knowing them precisely costs marks on questions you could answer.


 define


 find it

Word	What it means	Where else in this book?
significance		History
consequence		History
sustainability		Geography, Science
mitigate		Science
perspective		History, Language
proportional		Mathematics
interaction		Science

Go and find one. Pick a word, find it used somewhere else in this book, and copy the sentence.

Word: Sheet:

.....

These are called Tier 2 words. They are not technical terms belonging to one subject — they are the words that carry meaning *between* subjects, which is exactly why they matter most.

Grown-ups: by Grade 7 the gap between students is overwhelmingly vocabulary, and cross-subject academic words are the highest-leverage ones there are.

Language · Strand B Foundations



Three sources, properly credited

Grade 6 made attribution a habit. Grade 7 asks you to bring several sources together and still make the writing your own.

- 👁 research
- ✍ synthesise

My question:

Source	What it says (in your own words)	Who made it, and when
1		
2		
3		

Where do they agree?

.....

.....

Where do they disagree — and why might that be?

.....

.....

Now write one paragraph that uses all three and names each one. No copying — read, close the tab, then write.

.....

.....

.....



Same facts, three audiences

Voice is a choice. Grade 7 expects you to make it deliberately rather than by accident.

 **rewrite**  **adjust**

The facts: The school is changing the lunch break from 40 minutes to 30, starting in September, so the day can finish 10 minutes earlier.

Written for	Your version
A letter to families formal, reassuring	
A post for students direct, honest	
A message to the school board arguing against it	

Compare your three. What actually changed — the facts, the wording, or what you chose to put first?

Notice you did not have to lie once. Everything you wrote was true in all three. That is how much work word choice and ordering do — which is exactly what sheet 1 was about.

Grown-ups: writing all three, then noticing nothing false was needed, is a far stronger lesson in bias than analysing someone else's text.

What the feed decides for you

Nobody chose what you see today. Something did, and it was optimising for something.

notice reason

How a recommendation system works, roughly

It watches what you stop on, what you finish, and what you react to. Then it shows you more of that. It is not trying to inform you or to upset you — it is trying to keep you there, because that is what it was built to do.

Question	Your answer
What kind of thing does your feed show you most?	
What would it show someone with different interests?	
What are you unlikely ever to be shown?	

The connection to sheet 1. Something that keeps you watching is not the same as something that is true or useful. Give an example of something that would score highly on the first and badly on the other two.

The third question is the hardest. You cannot notice what you were never shown — which is sheet 2 of the Grade 6 book, arriving again in a new form.

Grown-ups: framing this mechanically — the system optimises for attention, not truth — travels much further than warnings about screen time.

Language · Strand A · C3



Making a case out loud

A spoken argument is not a read-out essay. It needs a shape people can follow the first time they hear it.

 present

 listen

A shape that works

1. Say your position in one sentence.
2. Give your strongest reason first, not last.
3. Name the best objection yourself.
4. Answer it.
5. Say your position again.

Plan yours.

Position:

Strongest reason:

Best objection:

My answer to it:

When you are the listener

- ☐ I could say their position back to them
- ☐ I noticed their strongest point
- ☐ I asked a question rather than arguing

Afterwards. Did anyone change their mind about anything, even slightly? What did it?

Grown-ups: naming your own best objection before someone else does is disarming, and it is a genuinely transferable adult skill.

Language · B1 Oral and Non-Verbal Communication

Lire quelque chose de vrai

Year four is when there is finally enough French to read something real. Make the switch on purpose.

 lire

 résumer

Choisis un texte réel : a short news item · a comic strip · French subtitles on something you already know · a recipe · song lyrics · the French side of a museum panel

Mon texte :

Cinq mots nouveaux	Ce que je pense que ça veut dire	Vérifié ?

En français : résume le texte en deux phrases.

Guess before you look it up. Guessing from context is the skill; the dictionary only confirms it. A wrong guess teaches you more than a lookup does.



Donner son opinion

By year four you can do more than describe. You can say what you think, and why.

parler

justifier

Pour donner ton opinion

« À mon avis... » — in my opinion · « Je pense que... » — I think that

« Je suis d'accord parce que... » — I agree because · « Je ne suis pas d'accord... » — I disagree

« Par contre... » — on the other hand · « Le plus important, c'est... » — the most important thing is

La question	Ton opinion, en français
Est-ce que les devoirs sont utiles ?	
Quelle est la meilleure saison ?	
Est-ce qu'on devrait apprendre une troisième langue ?	

Chaque réponse a besoin d'un « parce que ». An opinion without a reason is the same non-answer in French as it is in English.



Le français au Canada

French is not a foreign language here. It is one of two official ones, and it has been spoken in this country longer than English.

chercher

noter

Question	Ce que j'ai trouvé
Which provinces and territories have significant French-speaking communities?	
Roughly what share of Canadians speak French as a first language?	
Name a French-speaking community in Ontario.	
What is Acadian French, and where is it spoken?	

The link to History. You will meet New France on sheet 23. What connection can you see between that history and where French is spoken in Canada today?

French in Canada is not one thing either. Québécois, Acadian, Franco-Ontarian and Métis French all differ — in vocabulary, in accent, and in history.

Grown-ups: the intercultural understanding component runs through all four FSL strands, and it links directly to the Grade 7 History strand.

FSL · intercultural understanding



Living and non-living, acting on each other

Biotic means alive. Abiotic means not alive. An ecosystem is both, and the whole strand is about what they do to each other.

- ☐ sort
- ☒ connect

Biotic — list six from one place near you

Abiotic — six more from the same place

light · temperature · water · soil · air · rock · wind

Now the interactions. Each one goes both ways.

Abiotic factor	What it does to living things	What living things do to it
Water in a pond		
Soil in a garden		
Light under a tree		

The arrows point both ways. Soil decides what can grow — and what grows changes the soil. That two-way relationship is what "interaction" means.

Grown-ups: students find the second column easy and the third hard. Insisting on both directions is what makes it an interaction rather than a list.



Who eats whom, and what it costs

A food chain shows the order. An ecological pyramid shows something more useful — how much gets lost at every step.

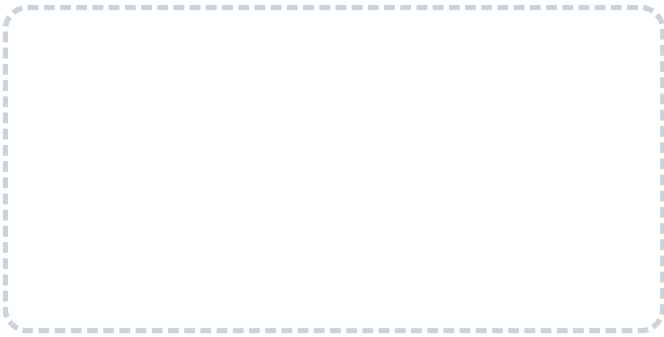
~ build it

⋮ calculate

✓ The ten percent rule, roughly

Only about 10% of the energy at one level reaches the next. The rest is used up living, or lost as heat.

Draw your own pyramid for a food chain near you.
Four levels if you can.



Follow the energy. Start with 10 000 units in the plants.

Plants: 10 000

First consumer:

Second consumer:

Third consumer:

Why are there always fewer top predators than plants?

This is why the pyramid is a pyramid. Each level can only support about a tenth of the one below — so the top is always narrow.

Grown-ups: the 10% rule turns "there are fewer wolves than rabbits" from a fact into a consequence.

Science · B2 · A1



What we do to it, and what we could do instead

This strand asks you to assess human impact — which means naming the harm and the response, not just the harm.

👁 investigate

✍ propose

Human activity	Effect on the environment	One way to mitigate it
Salting roads in winter		
Clearing land for housing		
Fertiliser running off farmland		
Releasing an aquarium fish into a lake		

🏛 Two words worth having

Bioaccumulation — a substance builds up in a living thing faster than it can get rid of it, and concentrates further at each level up the food chain.

Mitigate — to make less severe. Not the same as solve.

The **stewardship question**. Find out one practice used by First Nations, Métis or Inuit communities to manage land or water sustainably. What does it do, and how long has it been in use?

"Mitigate" is a careful word. The curriculum does not say *solve*, and neither should you. Making something less bad is a real achievement and a smaller claim.

Grown-ups: 'B1' names Indigenous knowledge of environmental stewardship explicitly. It belongs in the strand, not as an add-on.

Science · B1



Four ideas that explain almost everything

Particle theory. Hold these four statements and you can explain dissolving, expansion and states of matter instead of memorising them.

 picture it

 explain

Particle theory

1. All matter is made of tiny particles.
2. The particles are always moving.
3. There are spaces between them.
4. Heating makes them move faster.

What happens	Which statement explains it
Sugar disappears into hot tea	
A metal bar gets longer when heated	
You can smell dinner from another room	
A gas can be squashed but a liquid can hardly be	

solid

liquid

gas

Draw the particles in each. Same number of dots in all three boxes.

Same number of particles, different spacing. Nothing was created or destroyed when the ice melted — the particles just moved further apart.

Grown-ups: insisting on the same number of dots in all three boxes stops the common idea that matter is created or lost when something changes state.

Science · C2



Pure, or a mixture?

A pure substance is one thing all the way through. A mixture is more than one thing sharing a space — and you can get them apart again.

☒ classify ☐ argue

Substance	Pure or mixture?	If a mixture — can you see the parts?
Distilled water		
Salt water		
Sand in water		
Air		
Pure copper		
Orange juice with pulp		

 **Two kinds of mixture**
Homogeneous — you cannot see the separate parts. It looks like one thing. Salt water. Air.
Heterogeneous — you can see the parts. Sand in water. Pulpy juice.

Milk is the argument. It looks like one thing — but under a microscope it is fat droplets suspended in water. Which is it? Defend your answer.

"Can you see the parts" depends how hard you look. That is not a flaw in the definition — it is why scientists argue about borderline cases too.

Grown-ups: milk is genuinely arguable, and a well-defended answer either way is the right outcome. Science · C2



Getting them apart again

If it is a mixture, it can be separated — and the method depends on how the parts differ.

 choose

✓

 test

Method	What difference it uses	Something you could separate with it
Filtration		
Evaporation		
Distillation		
Using a magnet		
Settling / decanting		

Which method for each?

- Sand from water
- Salt from salt water
- Iron filings from sand
- Pure water from salt water

Careful with the last two. Evaporation and distillation both separate salt water. What is different about what you end up *keeping*?

That is the good question in the strand. Evaporation keeps the salt and loses the water. Distillation keeps both.

Grown-ups: the evaporation/distillation distinction is the one worth pressing — it is about what you want to recover.



Where the mixture ends up

Strand C asks you to **evaluate** the impact of using and disposing of substances. That means both sides, with reasons.

- 👁 research
- 💬 evaluate

Substance or mixture	What it is used for	What happens when it is thrown away
Road salt		
Household cleaning products		
Microplastics in cosmetics		
Paint		

Pick one and think it through properly. What is it genuinely good for? What does it cost? Is there an alternative, and what is *its* downside?

Road salt is the honest example. It saves lives on winter roads, and it damages soil, cars and freshwater. Both of those are true at once, and pretending otherwise is not an evaluation.

Grown-ups: `C1` is an evaluation expectation. A student who lists only harms has not met it any more than one who lists only benefits. Science · C1 · A3



Four forces inside one structure

Push, pull, slide and twist. Every structure you have ever seen is managing all four at once.

 test  label

Compression
squashing

Tension
stretching

Shear
sliding apart

Torsion
twisting

What is happening	Which force?
The legs of a chair with someone sitting on it	
The cables holding up a suspension bridge	
Wringing out a wet towel	
A pair of scissors cutting paper	
A rope in a tug of war	
A door hinge as the door swings	

Find one structure in this room and name at least two forces acting on it right now.

Materials are not equally good at all four. Concrete is superb in compression and poor in tension — which is why it has steel bars running through it.

Grown-ups: the concrete-and-steel point explains reinforced concrete in one sentence and makes the four forces feel useful. Science · Strand D



Why everything is full of triangles

Push on a square and it collapses. Push on a triangle and nothing happens. That one fact explains most of the built world.

- build
- test

✓ **Two minutes, four strips of card and some pins**

Make a square with pinned corners. Push one corner sideways — it folds into a rhombus. Now make a triangle and push. It does not move.

Fix the square. Add *one* strip to stop it deforming. Draw where you put it.



What did adding it create?

Go and count. Find three triangles holding something up — a bridge, a roof frame, a bike, a crane, a shelf bracket.

Static or dynamic?

The load	Static or dynamic?
The weight of the bridge itself	
A lorry driving across it	
Wind pushing sideways in a storm	
Snow sitting on a roof all winter	

Dynamic loads are what actually break things. A structure that holds its own weight for fifty years can still fail the first time something moves across it unexpectedly.

Grown-ups: the card-and-pins demonstration takes two minutes and is the most memorable thing in the strand.

Science · Strand D · A1



Design something that has to work

This is the engineering design process — not an experiment. There is no variable to test; there is a problem and a set of constraints.

 design

 improve

Choose one challenge:

- A bridge from 20 straws that spans 30 cm and holds a full mug
- A tower from one sheet of newspaper that stands 50 cm and holds a book
- A shelf bracket from card that holds three textbooks

1. The problem, and my constraints

2. My design — and where I expect it to fail

3. What happened when I tested it

4. One change, and why

5. Did it work better? Say how you know.

Predicting where it will fail is the engineering part. Anyone can build something and watch it break. Saying beforehand which joint will go is design thinking.

Grown-ups: 'A1' names three distinct processes. A student who can say "this is design, not an experiment, because there's no variable to test" has met the hardest part of it.

Science · Strand D · A1



Heat is not temperature

A lit match is hotter than a bathtub. The bathtub contains vastly more heat. Almost every adult mixes these up.

 distinguish

 explain

Temperature

How fast the particles are moving, on average.
Measured in °C. A thermometer reads this.

Heat

The total energy transferred. Depends on temperature *and* on how much stuff there is.

Compare	Higher temperature?	More heat energy?
A lit match vs a warm bath		
A cup of tea vs a swimming pool at 25°C		
A spark vs a radiator		

Explain it using particle theory. Why can something at a very high temperature still carry very little heat?

A spark landing on your hand barely hurts. It is at hundreds of degrees — but there is almost nothing there. That is the whole distinction in one everyday fact.

Grown-ups: worth checking your own understanding here. This misconception survives into adulthood in most people.

Science · Strand E · C2



Three ways heat travels

Touching, flowing, and beaming. Every warm thing in your house is using at least one.

☒ observe

☐ identify

Conduction

Through direct contact. Particles bump into their neighbours. Best in metals.

Convection

Warm fluid rises because it is less dense; cool sinks. Only in liquids and gases.

Radiation

Straight through space, no material needed. This is how the Sun reaches us.

What is happening	Which one?
A metal spoon in hot soup gets hot at the handle	
Steam rises off a mug	
You feel warmth from a fire across the room	
Warm air collects near the ceiling	
Sunlight warms your face	

Why are radiators put under windows? It seems like the worst possible place. Use convection to explain why it is actually sensible.

Only radiation can cross empty space. That is why the Sun can warm us across 150 million kilometres of vacuum, and why a thermos has a mirrored lining.

Grown-ups: the radiator-under-the-window question is genuinely good — the rising warm air meets the cold downdraught and stops the draught at floor level.

Science · Strand E



History is its own subject now

Social Studies is finished. From this year History and Geography are separate — separate strands, separate marks.

👁 orient

✎ note

Strand A

New France and British North America, 1713–1800

The Seven Years' War and the Conquest · the Royal Proclamation of 1763 · the Quebec Act · Loyalists arriving after the American Revolution · the Constitutional Act of 1791

Strand B

Canada, 1800–1850: Conflict and Challenges

The War of 1812 · immigration and settlement · the Rebellions of 1837–38 · the Durham Report · responsible government · the Act of Union

The four historical thinking concepts

Significance — why does this matter, and to whom?

Cause and consequence — what led to it, and what followed?

Continuity and change — what stayed the same, and what did not?

Perspective — how did it look to the different people living through it?

These four are what you are actually marked on. Pick any event you already know about and ask all four questions of it.

The event:

.....
.....

History is not a list of dates. The dates are the evidence; the four concepts are the thinking.

Grown-ups: the historical thinking concepts are named in the curriculum and are what the achievement chart assesses. Knowing them by name helps a student aim. History · Strands A and B



One event, four viewpoints

A conquest looks entirely different depending on where you were standing. That is not bias — it is perspective, and Grade 7 assesses it.

consider write

The event: British rule replaces French rule in the years after 1760.

Standing where?	What might this have meant for them?
A French-speaking farming family who had lived there for generations	
A First Nations community that had treaties and trade with the French	
A British soldier or administrator newly arrived	
An enslaved person in the colony	

The Royal Proclamation of 1763 set out how land could be obtained from First Nations. Find out one thing it said — and one reason it still matters today.

Slavery existed in early Canada. It is often left out of the story, which makes it exactly the kind of absence sheet 1 taught you to look for.

Grown-ups: the Royal Proclamation is still cited in Canadian courts, which makes “why does it still matter” a real question rather than a rhetorical one. History · Strand A



Cause and consequence

Almost nothing has one cause. Sorting causes into layers is what turns a story into history.

⋮ sort

🗨 weigh

Pick one: the War of 1812 · the Rebellions of 1837–38 · the coming of responsible government

My event:

Kind of cause	What it was
Long-term building for years	
Short-term in the months before	
The trigger what actually set it off	

And the consequences.

Straight away	Within a few years	Still visible today?

Which cause mattered most? Argue for one — and say why you rejected another.

.....

.....

The trigger is rarely the real cause. It is just the last thing that happened before something that was already going to happen.

Grown-ups: the long-term/short-term/trigger split is a standard historian's tool and it works on almost any event, including current ones.

History · Strand B



Two accounts that don't match

Sheet 2 did this with a factory. Now do it with a real historical event — and reach a defensible position anyway.

compare judge

My event:

	Source 1	Source 2
Who made it?		
When — at the time, or later?		
Who was it made for?		
What does it claim?		
What does it leave out?		

Where do they actually conflict? Be specific — a fact, or an interpretation?

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What would settle it? Name a source that would help, even if you cannot get it.

.....

.....

Disagreeing about a fact and disagreeing about what it meant are different problems. The first can sometimes be settled. The second usually cannot, and historians say so.

Grown-ups: separating factual conflict from interpretive conflict is a genuinely sophisticated move and is well within Grade 7. History · Strands A and B



What is still here

The period you are studying did not end. Some of it is in the street outside.

find

trace

Where to look	What I found	What it tells me
A place name near you		
A street layout or old building		
A language spoken in your area		
A boundary, treaty or land agreement		

Continuity and change, side by side. Name one thing about your area that has clearly changed since 1850, and one thing that genuinely has not.

Changed:

Unchanged:

Whose land are you on? Find out which First Nations, Métis or Inuit peoples have connections to where you live, and how those connections are recognised today.

.....
.....

A walk is a primary source. Place names, street grids, old brickwork and property lines are all evidence, and they are free.

Grown-ups: most Ontario boards publish a land acknowledgement naming the relevant nations and treaties — a good, checkable starting point.

History · Strand B



Nothing on the map is random

Where mountains are, where deserts are, where people are. Geography is about reading the reasons off the map.

- 👁 read
- 💬 explain

The pattern	Why might it be there?
Most large cities are on a coast or a river	
Deserts often sit at similar latitudes across the world	
Very few people live above 60° north	
Farming is concentrated in particular regions of Canada	

🏛 The four that shape almost everything

Landform — mountain, plain, valley, coast · Climate — temperature and rainfall through the year
Vegetation — what grows there naturally · Soil — what it is made of and how deep

Your own place. Name the landform, climate, natural vegetation and soil where you live — then say how each one shows up in daily life.

Latitude does a lot of the work. Which links straight back to why we have seasons — the tilt of the axis, from Grade 6 Science.

Grown-ups: "why is it there?" is the geographer's question, and it works on any map, including a bus map.



Maps that answer questions

A topographic map shows the shape of the land. A thematic map shows one idea. Different jobs, different maps.

read make one

Topographic
Shows elevation using contour lines, plus rivers, roads and settlements. Lines close together mean steep.

Thematic
Shows **one thing** across an area — rainfall, population density, language, resources. Everything else is left off deliberately.

Which map would answer each question?

Question	Which map?
Is this hiking route steep?	
Where in Canada do most people live?	
Which regions get the most rain?	
Will this valley flood?	

Draw a thematic map of something in your school or neighbourhood — where people gather, where it is noisy, where there is shade. Include a legend and a title.

Grown-ups: a thematic map leaves things out on purpose. Noticing that connects directly to sheet 1 — what a source chooses to show. Geography · Strand A



Where it comes out of the ground

Every resource has a place it comes from, a use, and a cost. Grade 7 asks for all three.

investigate

classify

Resource	Renewable?	Where in Canada	What it is used for	A cost of getting it
Fresh water				
Forests				
Oil and gas				
Nickel or copper				
Fish stocks				

"Renewable" does not mean unlimited. Forests and fish stocks are both renewable. Both have been exhausted somewhere. How is that possible?

Renewable means it can replace itself — *if* you take it slower than it regrows. Take it faster and renewable stops meaning anything.

Grown-ups: the renewable/unlimited distinction is the core idea of the strand, and the Atlantic cod fishery is the Canadian example.

Geography · Strand B



Who gets it, and who pays for it

Resources are not spread evenly, and neither are the consequences of extracting them.

weigh argue

Choose one resource project — real or realistic. Mine:

Group	What they gain	What they lose or risk
People who work there		
The community nearby		
The company		
People far away who buy the product		
People not yet born		

The last row is what "sustainability" means. Write your own definition of the word, using that row.

Notice the gains and the costs often land on different people. That is the single most important thing this strand has to teach.

Grown-ups: defining sustainability through "people not yet born" is more useful than any textbook definition, and Grade 7 can get there unaided. Geography · Strand B



Totals, or per person?

The same true numbers can rank countries in opposite orders. Which one you use is a choice.

calculate

compare

Country	Population	Total use (units)	Per person
Country A	40 million	800 million	
Country B	400 million	4 000 million	
Country C	10 million	300 million	

Rank them

By total, highest first:

By per person, highest first:

The orders are not the same. If you wanted to argue that Country B is the biggest problem, which figure would you quote? And if you wanted to defend it?

Neither figure is a lie. This is the misleading-graph idea from Mathematics 'D1.6', arriving in Geography with real stakes.

Grown-ups: per-capita versus total is exactly how real climate arguments are conducted, and Grade 7 can see the machinery clearly.

Geography · Strand B · Math D1.6



Consent, in ordinary terms

This is curriculum content at this age, and it is worth being plain about.

- discuss
- ✓ recognise

What consent means

It has to be **freely given** — not pressured, not worn down, not because saying no felt impossible.
It can be **withdrawn at any time**, including after it was given.
Silence is not consent. Nor is going along with something to avoid a scene.
It has to be **specific** — agreeing to one thing is not agreeing to everything.

Situation	Is this consent?	Why or why not
Someone says yes after being asked ten times		
Someone says nothing at all		
Someone agrees, then changes their mind		
Someone agrees to share a photo with one person		

This applies to ordinary things too — borrowing your things, posting a photo of you, hugging you. Give an example from everyday life where someone’s consent matters.

The fourth row is the one that matters most online. Agreeing to send something to one person is not agreeing for it to go anywhere else. Ever.

Grown-ups: anchoring consent in everyday non-romantic situations first makes the conversation easier and the principle clearer.

HPE · Strand D Healthy Living



Things that don't come back

Most online mistakes are recoverable. A few are not, and it is worth knowing which are which before you need to.

think ahead

plan

Situation	Recoverable?	What I would actually do
You posted something and regret it an hour later		
Someone shares a photo of you that you did not agree to		
Someone asks you for a photo you are not comfortable sending		
A stranger starts messaging you privately		
A group chat turns on someone you know		

Two things worth knowing. If someone pressures you for images, that is on them, not you — and telling an adult is the fastest way it stops. If an image of you is already out there, help exists: in Canada, [Cybertip.ca](https://www.cybertip.ca) and [Kids Help Phone](https://www.kidshelpphone.ca) both deal with this and will not judge you.

The bystander row. When a group chat turns on someone, what is the smallest thing you could do that would actually help?

The smallest useful thing is often the most realistic one. Messaging the person privately counts. Leaving the chat counts. You do not have to fix it publicly.

Grown-ups: the "it's on them, not you" framing matters — shame is the main reason young people don't tell anyone until much later.

HPE · Strand D · A



Stress, and what actually helps

Some stress is normal and even useful. Knowing the difference between that and something heavier is the skill.

- notice
- plan

Ordinary stress

Has a cause you can name · eases once the thing is over
· you can still sleep, eat and enjoy other things

Worth telling someone about

Lasts for weeks · no clear cause, or it does not lift when the cause goes · you have stopped doing things you used to like

What helps	Have I tried it? What happened?
Moving — a walk, a run, anything physical	
Sleep, properly and regularly	
Telling one person out loud	
Breaking a big thing into one small next step	
Putting the phone in another room	

If things feel like too much, you can talk to someone at any hour. In Canada, Kids Help Phone is free and confidential: 1-800-668-6868, or text CONNECT to 686868.

Make the list on a good day. Two people you could talk to, and what you might say first.

Grown-ups: the duration test — weeks rather than days, and losing interest in things — is the most useful signal a young person can learn to notice in themselves or a friend.

HPE · Strand D · A



Elements working together

Junior grades took one principle at a time. Grade 7 expects you to use several deliberately, in combination.

- 👁 analyse
- ✎ make

The Grade 7 focus: unity and harmony. Grades 1 to 6 each had one named principle — ending with balance in Grade 6. Grade 7's is unity and harmony: radial balance (a mandala), similarity that repeats colours, shapes, values or lines, and continuity that treats different elements the same way. It is the principle about the whole holding together.

Find a work — a painting, a poster, an album cover, a film still.

Principle	Is it being used here? How?
Contrast	
Balance	
Emphasis	
Repetition or rhythm	
Proportion	
Movement	

Which two are doing the most work? And how do they support each other rather than compete?

They are rarely equal partners. Usually one or two carry the piece and the rest support quietly — which is itself a design decision.

Grown-ups: Grade 7's principle-of-design focus is **unity and harmony**, read from the Visual Arts *The Arts*, 2009. The Arts · Reflecting, Responding and Analysing



Make something in more than one draft

Grade 7 expects a sustained process with revision — not one attempt handed in.

 make

 revise

Choose your strand. The theme is this book's title — *nothing is just one thing*.

Visual Art — a piece that reads differently the second time you look

Drama — a scene where the audience learns something that changes what came before

Music — a piece with two ideas that fit together and could stand alone

Dance — a sequence where the same movement means two different things

Draft one

What is not working yet?

What one person said about it

Draft two — one deliberate change

"I changed it because..." is the assessed part. A second draft that changed nothing on purpose is still one draft.

Grown-ups: revision with a stated reason is what separates a Grade 7 arts process from a Grade 5 one.

The Arts · Creating and Presenting



The five steps, unprompted

By Grade 7 nobody should have to remind you of these. Step 2 stays free of opinion.

 analyse

 judge

What I am looking at or listening to:

Step	Mine
1. Initial reaction before thinking	
2. Description only what is there	
3. Analysis how the elements work	
4. Interpretation what it might mean	
5. Judgement what you think, and why	

Go back to step 2 and audit it. Cross out any word that is a judgement — *ugly, clumsy, beautiful, boring, clever*. Those belong in step 5.

Two people can agree completely on step 2 and disagree entirely on step 5. That is not a problem with art. That is what art is.

Grown-ups: "agree on the description, disagree on the judgement" is the same distinction as History sheet 26 — facts versus interpretation.

The Arts · critical analysis process



Nothing was just one thing

The same move turned up in every subject. You may not have noticed it happening.

connect name it

Subject	Sheet	What looked like one thing	What it actually was
Language	2	Two accounts of one factory	
Science	11	An ecosystem	
Science	15	Salt water	
Science	18	A structure standing still	
Science	21	"Hot"	
History	24	The Conquest	
Geography	32	"Country B uses the most"	

So what is the move? One sentence, your own words.

Where would it help outside school? Name a situation where assuming something was single would get you the wrong answer.

This is what the year was actually teaching. Not more facts — a habit of asking what something is made of before deciding what it is.

Grown-ups: transfer across subjects is the strongest single indicator of Level 4. This sheet makes the pattern nameable. All strands

What was verified, and what wasn't

Please read this before citing anything here in a report card comment, a lesson plan or an IEP.

Subject	Document	What was actually checked
Science and Technology	Science and Technology, 2022	✅ All five strand names; overall expectations for Strands B and C confirmed verbatim. Specific codes not checked one by one — cited at overall-expectation or strand level only.
History	Social Studies 1–6; History and Geography 7–8, 2018	✅ Both Grade 7 History strand names verified. Specific codes not verified — cited at strand level. Content under each strand reflects standard Grade 7 coverage, not a verified expectation list.
Geography	Same document	✅ Both Grade 7 Geography strand names verified. Same caveat as History.
Language	Language, 2023	⚠️ Overall expectations `B1`, `C1`, `C2`, `C3` confirmed from a secondary source reproducing the Ministry text. Grade 7 specific expectations not verified.
Health and P.E.	HPE, 2019	⚠️ Strand names only. No codes cited anywhere for Health — deliberate, not an oversight.
Core French	FSL, 2013	⚠️ Strand names only. No codes cited.
The Arts	The Arts, 2009	✅ Strand structure, and the Grade 7 principle-of-design focus — unity and harmony , read from the Visual Arts pages of <i>The Arts, 2009</i> . An earlier edition of this book left it unnamed, saying it could not be confirmed; it has since been read from the document itself. The full sequence is contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, movement. Other Arts specifics would be worse than the gap.

Why the citations look uneven. Where you see an overall expectation code, it was verified. Where you see only a strand name, it wasn't. The companion **Grade 7 Mathematics** book is verified expectation by expectation and cites all 52.

For teachers: the Ministry's curriculum is at dcp.edu.gov.on.ca. If you confirm the Language, Health, French or Arts Grade 7 specifics against it, those sheets can carry proper codes — the content is already aligned to the right strands.

Grown-ups: this page exists because these materials are used in real classrooms, and a wrong expectation code in a report card is worse than no code at all.

Verification notice