LESSON: Assess the Situation. Module C, Lesson 1

GRADE LEVEL: Grade 7   **PAGE(S): 345-348**

LEARNING OUTCOMES (This lesson can be used to help students achieve the following specific provincial curriculum outcomes)**:**

Language Arts
- recognize that contributions from many participants are needed to generate and sustain discussions
- know how and when to ask questions that call for elaboration and clarification, and give appropriate responses to questions
- state a personal point of view, and be able to support that position
- listen to and identify main elements of a message, consider supporting details
- participate in small-group and whole-class discussion by recognizing that there a range of strategies that contribute to effective talk
- recognize that different purposes and audiences require different choices of vocabulary, sentence structure, rate of speech, and tone
- follow instructions and respond to questions and directions
- identify the verbal and non-verbal language used by speakers (e.g., repetition, volume, and eye-contact) and recognize those that are effective
- demonstrate such speaking and listening skills as making eye contact, rephrasing when appropriate, clarifying comments, extending, refining, and/or summarizing points
- demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others
- recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate
- recognize that different situations require different speaking and listening conventions appropriate to the situation
- experiment with a range of strategies for writing and other ways of representing to
    - extent their own and others' ideas
    - reflect on their feelings, values, and attitudes
    - consider others' perspectives
    - identify problems and consider solutions
    - describe the writing strategies that help them learn
    - express their understanding of their personal growth as language learners and language users
- integrate interesting stylistic effects in imaginative writing and other forms of representing meaning
- produce a range of writing and other forms of representation
- choose writing forms and styles that match both the writing purpose (e.g., to define, report, persuade, compare) and the reader for whom the text is intended
- use specific prewriting, drafting, revising, editing/proofreading, and presentation strategies to produce a variety of texts

- use the conventions of written language in final products
- use a variety of technologies to communicate with a variety of audiences for a range of purposes
- demonstrate a commitment to crafting pieces of writing and other representations
- gather information from several sources and combine ideas in communication

Health
Emotional and Social Well-Being
- to understand the nature of feelings and the ways in which they are expressed
- to recognize sources of stress in our lives

Safety and Environmental Health
- to become involved in the promotion of safety at home, in school, and in the larger community
- to be aware of individual responsibility with regard to safety and accident prevention
- to know individual capabilities and limitations with respect to safety practices and first aid
- to analyze the intent of the rules, regulations, and laws related to safety practices and protection
- to identify practices and activities that pose a threat to the environment and the health of people
- to consider the kinds of changes that are necessary to protect the environment and the health of individuals
- to consider ways of initiating and participating in social actions that may lead to protection of the environment and the promotion of health
- to examine some of our own actions and identify some changes that can be made on an individual basis in relation to personal and environmental health
- to develop a plan of action that would result in specific decisions and actions to enhance health and protect the environment

Physical Education
- Analyse personal responses and behaviors in cooperative groups.
- **Model socially responsive behavior within the school and community.**
- Initiate socially responsive activity programs within their school
- **Demonstrate respect for the social, physical and natural environment**
- Show concern for the comfort and safety of others in a variety of activity environments.
- **Identify and follow the rules and principles of fair play in games and activities.**
- Identify and demonstrate leadership skills
- **Demonstrate self-confidence**
- Demonstrate personal initiative, independence and decision making.