



Grade 7

Road Safety

Learning Outcomes

Covers SK outcomes in:

ELA

Health

Arts Ed

Career

Math

Teacher's Manual

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Resources

www.icbc.com/road-safety/teaching/for-educators

Teacher’s Manual (corresponding pages from ICBC publication in above link)

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Focus: Ambassadors for road safety – taking action

The learning resources presented in this package are designed to support provincial curriculum, specifically targeting the Big Ideas and Learning Standards for Grade 8 English Language Arts, Physical and Health Education and Career Education. The unit also includes grade level outcomes for each subject area. The material is provided as an option for teachers to incorporate the activities and elements that are best suited for their students.

With its strong focus on matters of immediate personal interest to students, on effective learning and emotions, on responsible and informed decision-making, on appropriate forms of behavior and on the meaning of personal responsibility, the learning resource provides a natural context for students to reflect on what's involved in being on the road as a pedestrian, cyclist, car passenger or user of other modes of transportation.

First Peoples' Principles of Learning

The Principles are as follows:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

They represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Nations societies. It must be recognized that they do not capture the full reality of the approach used in any single First Peoples' society.

Goals

- Increase awareness among young people of the hazards involved in being on the road, using any mode of transportation
- Change young people's attitudes toward risky behavior involving vehicles, making them less willing to engage in or support unnecessary risk-taking
- Encourage young people to recognize unsafe situations and assertively communicate their concerns to their peers and elders

Grade 7 Outcomes at a Glance

Subject	Big ideas	Curriculum Outcomes
ELA	<ul style="list-style-type: none"> - Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens - Exploring and sharing multiple perspectives extends our thinking - Exploring stories and other texts helps us understand ourselves and make connections to others and to the world 	<u>Comprehend & Respond</u> CR7.1 CR7.2 CR7.4 CR7.5 CR7.6 <u>Compose & Create</u> CC7.1 CC7.3 CC7.5 CC7.6 CC7.7 CC7.8 CC7.9 <u>Assess & Reflect</u> AR7.1 AR7.2
Health	<ul style="list-style-type: none"> - Healthy choices influence our physical, emotional and mental well-being - Learning about similarities and differences in individuals and groups influences community health 	<u>Understanding, Skills & Confidence</u> USC7.1 USC7.4 USC7.6 USC7.7 <u>Decision Making</u> DM7.9 <u>Action Planning</u> AP7.10
Arts Education	<ul style="list-style-type: none"> - Dance, drama, music and visual arts are each unique languages for creating and communicating 	<u>Creative/Productive</u> CP7.5 CP7.6 CP7.10 CP7.11 <u>Critical/Responsive</u> CR7.2 CR7.3 <u>Cultural/Historical</u> CH7.1 CH7.2 CH7.3
Career Education	<ul style="list-style-type: none"> - Safe environments depend on everyone following safety rules - Leadership represents good planning, goal-setting and collaboration - Practicing respectful, ethical, inclusive behavior prepares us for the expectations of the workplace 	<u>Change & Growth</u> CG7.1 CG7.2 <u>Connections to Community</u> CC7.1 CC7.2 <u>Life & Work Plan</u> LW7.1

Math	<ul style="list-style-type: none">- Decimals, fractions and percents are used to represent and describe parts and wholes of numbers- Computational fluency and flexibility with numbers extend to operations with integers and decimals	<u>Number</u> N7.3 N7.4 N7.6
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Grade 7 Learning Standards for ELA

Curriculum Competencies	Content
<p><i>Using oral, written, visual and digital texts, students are expected individually and collaboratively to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy and reliability • Apply appropriate strategies to comprehend written, oral and visual texts, guide inquiry and extend thinking • Synthesize ideas from a variety of sources to build understanding • Recognize and appreciate how different features, forms and genres of texts reflect different purposes, audiences and messages • Think critically, creatively and reflectively to explore ideas within, between and beyond texts • Recognize and identify the role of personal, social and cultural contexts, values and perspectives in texts • Recognize how language constructs personal, social and cultural identity • Construct meaningful personal connections between self, text and world • Respond to text in personal, creative and critical ways <p>Create and Communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and viewpoints to build shared understanding and extend thinking • Use writing and design processes to plan, develop and create engaging and meaningful literary and informational texts for a variety of purposes and audiences 	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • Forms, functions and genres of text • Text features <p>Strategies and processes</p> <ul style="list-style-type: none"> • Reading strategies • Metacognitive strategies • Writing processes <p>Language features, structures and conventions</p> <ul style="list-style-type: none"> • Language varieties • Syntax and sentence fluency • Conventions • Presentation techniques

<ul style="list-style-type: none">• Assess and refine texts to improve their clarity, effectiveness and impact according to purpose, audience and message	
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Grade 7 Learning Standards for Physical & Health Education

Curricular Competencies	Content
<p>Social & community health</p> <ul style="list-style-type: none">• Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations• Describe and assess strategies for responding to discrimination, stereotyping and bullying• Describe and apply strategies for developing and maintaining healthy relationships• Explore strategies for promoting the health and well-being of the school and community <p>Mental well-being</p> <ul style="list-style-type: none">• Describe and assess strategies for promoting mental well-being, for self and others• Describe and assess strategies for managing problems related to mental well-being and substance use, for self and others	<ul style="list-style-type: none">• Strategies to protect themselves and others from potential abuse, exploitation and harm in a variety of settings• Consequences of bullying, stereotyping and discrimination

Grade 7 Learning Standards for Arts Education

Curricular Competencies	Content
<ul style="list-style-type: none">• Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation and purposeful play• Explore relationships between identity, place, culture, society and belonging through the arts• Demonstrate an understanding and appreciation of personal, social, cultural, historical and environmental contexts in relation to the arts	<ul style="list-style-type: none">• Drama forms and drama conventions• Processes, materials, movements, technologies, tools, strategies and techniques to support creative works

Grade 7 Learning Standards for Career Education

Curricular Competencies	Content
<ul style="list-style-type: none"> • Recognize their personal preferences, skills, strengths and abilities and connect them to possible career choices • Question self and others about how their personal public identity can have both positive and negative consequences • Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world • Appreciate the importance of respect, inclusivity and other positive behaviors in diverse, collaborative learning and work environments • Question self and others about the reciprocal relationship between self and community • Use entrepreneurial and innovative thinking to solve problems • Demonstrate leadership skills through collaborative activities in the school and community • Demonstrate safety skills in an experiential learning environment • Set realistic short and long-term learning goals, define a path and monitor progress • Recognize the influence of peers, family and communities on career choices and attitudes toward work • Appreciate the value of new experiences, innovative thinking and risk-taking in broadening career options • Explore volunteer opportunities and other new experiences outside school and recognize their value in career development • Apply project management skills to support career development 	<p>Personal Development</p> <ul style="list-style-type: none"> • Goal-setting strategies • Self-assessment • Project management • Leadership • Problem-solving and decision-making strategies <p>Connections to Community</p> <ul style="list-style-type: none"> • Local and global needs and opportunities • Cultural and social awareness • Volunteer opportunities <p>Life & Career Plan</p> <ul style="list-style-type: none"> • Factors affecting types of jobs in the community • Role of mentors, family, community, school and personal network in decision-making

Grade 7 Learning Standards for Mathematics

Curricular Competencies	Content
<p>Reasoning & Analyzing</p> <ul style="list-style-type: none"> • Use logic and patterns to solve puzzles and play games • Use reasoning and logic to explore, analyze and apply mathematical ideas • Estimate reasonably • Demonstrate and apply mental math strategies • Use tools or technology to explore and create patterns and relationships and test conjectures • Model mathematics in contextualized situations <p>Understanding & Solving</p> <ul style="list-style-type: none"> • Apply multiple strategies to solve problems in both abstract and contextualized situations • Develop, demonstrate and apply mathematical understanding through play, inquiry and problem-solving • Visualize to explore mathematical concepts • Engage in problem-solving experiences that are connected to place, story, cultural practices and perspectives relevant to local First Peoples' communities, the local community and other cultures <p>Communicating & Representing</p> <ul style="list-style-type: none"> • Use mathematical vocabulary and language to contribute to mathematical discussions <p>Connecting & Reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts to each other and to other areas and personal interests 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Multiplication facts to 100 (extending computational fluency) • Operations with integers (addition, subtraction, multiplication, division and order of operations) • Operations with decimals (addition, subtraction, multiplication, division and order of operations) • Relationships between decimals, fractions, ratios and percents • Discrete linear relations, using expressions, tables and graphs

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