Class Curricular Needs and Strengths

DISTRICT
CTC ON District 02

PROVINCE **ONTARIO**

SCHOOL
CTC-OND2 School 04

CLASS **KS7**

TEACHER **Kay Smith**

YEAR **2026 (MAY)**

GRADE **7**

LEVEL **17**

CURRICULAR NEEDS — LEVEL 17 SUBTESTS

Students in your Grade 7 class KS7 who wrote Level 17 subtests showed the greatest need in the following measured Grade 7 ONTARIO curriculum expectations.

GREATEST CURRICULAR NEEDS (PART 1 OF 6)

	CURRICULUM CODE ONTARIO	STUDENTS SHOWING NEED
MATHEMATICS	**Grade 6: D1.5**	**6 Students**
		G 702
		G 703
		G 705
		G 706
		G 707
		G 708

CURRICULUM CODE DESCRIPTION
D1.5: determine the range as a measure of spread and the measures of central tendency for various data sets, and use this information to compare two or more data sets

GREATEST CURRICULAR NEEDS (PART 2 OF 6)

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TEACHER SUPPORT QUESTIONS

There are 5 buses taking students from a school to an outdoor centre.
The number of students on each bus is shown in the chart.

	Bus #1	Bus #2	Bus #3	Bus #4	Bus #5
Number of students on the bus	30	30	25	20	35

What is the **mean** number of students that are on a bus?

GREATEST CURRICULAR NEEDS (PART 3 OF 6)

	CURRICULUM CODE ONTARIO	STUDENTS SHOWING NEED
MATHEMATICS	**Grade 6: D1.3**	**4 Students**
		G 703
		G 706
		G 707
		G 708

CURRICULUM CODE DESCRIPTION
D1.3: select from among a variety of graphs, including histograms and broken-line graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs

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GREATEST CURRICULAR NEEDS (PART 4 OF 6)

Class Curricular Needs and Strengths

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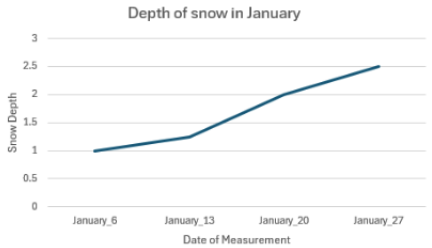
TEACHER SUPPORT QUESTIONS

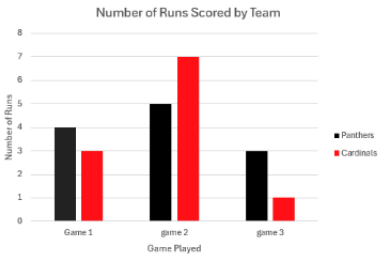
For several days in January, Mei recorded the depth of the snow near her house and created the graph below.



What important information is incorrect or missing from the graph?

- o The title of the horizontal axis is missing
- o The graph must be a bar graph
- o There are no units shown for snow depth
- o The dates are not equally spaced

The graph shows the number of runs scored in each of the three games for the two baseball teams: the Panthers and the Cardinals.



For the game in which the Cardinals scored the most runs, how many runs did the Panthers score in that game?

GREATEST CURRICULAR NEEDS (PART 5 OF 6)

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LEVEL **17**

	CURRICULUM CODE ONTARIO	STUDENTS SHOWING NEED
MATHEMATICS	**Grade 7: B1.2**	**2 Students**
		G 701
		G 710

CURRICULUM CODE DESCRIPTION

B1.2: identify and represent perfect squares, and determine their square roots, in various contexts

TEACHER SUPPORT QUESTIONS

Drag and drop all numbers that are perfect squares to the answer box

55 16 32 49 100 125

GREATEST CURRICULAR NEEDS (PART 6 OF 6)

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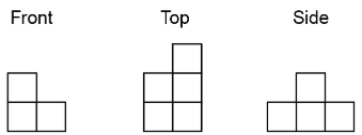
	CURRICULUM CODE ONTARIO	STUDENTS SHOWING NEED
MATHEMATICS	**Grade 6: E1.2**	**3 Students**
		G 703
		G 705
		G 706

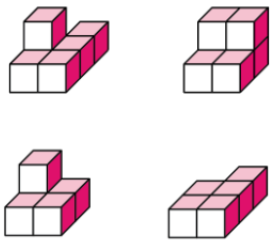
CURRICULUM CODE DESCRIPTION

E1.2: construct three-dimensional objects when given their top, front, and side views

TEACHER SUPPORT QUESTIONS



Which object has the front, top and side views shown above?



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LEVEL **17**

CURRICULAR STRENGTHS — LEVEL 17 SUBTESTS

Students in your Grade 7 class KS7 who wrote Level 17 subtests showed the greatest strength in the following measured Grade 7 ONTARIO curriculum expectations.

GREATEST CURRICULAR STRENGTHS (PART 1 OF 7)

	CURRICULUM CODE ONTARIO	STUDENTS SHOWING STRENGTH
MATHEMATICS	**Grade 7: E2.5**	**7 Students**
		G 701
		G 702
		G 703
		G 705
		G 706
		G 707
		G 708

CURRICULUM CODE DESCRIPTION

E2.5: show the relationships between the radius, diameter, and area of a circle, and use these relationships to develop the formula for measuring the area of a circle and to solve related problems

GREATEST CURRICULAR STRENGTHS (PART 2 OF 7)

Class Curricular Needs and Strengths

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TEACHER SUPPORT QUESTIONS

Math Formula Sheet

Formulas for Different Shapes

$A = lw$
$A = \frac{1}{2}bh$
$C = \pi d$ or $C = 2\pi r$
$A = \pi r^2$
π is approximately 3.14

The **circumference** of a circle is 60 cm.
Which is the best estimate of the circle's **radius**?

- o 5 cm
- o 10 cm
- o 19 cm
- o 30 cm

Math Formula Sheet

Formulas for Different Shapes

$A = lw$
$A = \frac{1}{2}bh$
$C = \pi d$ or $C = 2\pi r$
$A = \pi r^2$
π is approximately 3.14

Selena wants to have a circular area filled with wood chips for a child's play area.
If the circle has a radius of 6 m, which of the following is the best estimation of the **area** of the play area?

- o 28 m^2
- o 38 m^2
- o 113 m^2
- o 452 m^2

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GREATEST CURRICULAR STRENGTHS (PART 3 OF 7)

	CURRICULUM CODE ONTARIO	STUDENTS SHOWING STRENGTH
MATHEMATICS	**Grade 6: D2.2**	**6 Students**
		G 702
		G 703
		G 705
		G 706
		G 707
		G 708

CURRICULUM CODE DESCRIPTION
D2.2: determine and compare the theoretical and experimental probabilities of two independent events happening

GREATEST CURRICULAR STRENGTHS (PART 4 OF 7)

Class Curricular Needs and Strengths

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YEAR **2026 (MAY)**

GRADE **7**

LEVEL **17**

TEACHER SUPPORT QUESTIONS

Four students each flipped a two-sided coin 12 times and recorded the number of times the coin landed heads or tails. The results are shown below.

	Andrew	Barbara	Jasmine	Zichen
heads	7	4	10	6
tails	5	8	2	6

For which student did the experimental result match the theoretical result of flipping a coin 12 times?

- Andrew
- Barbara
- Jasmine
- Zichen

GREATEST CURRICULAR STRENGTHS (PART 5 OF 7)

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GRADE **7**

LEVEL **17**

	CURRICULUM CODE ONTARIO	STUDENTS SHOWING STRENGTH
MATHEMATICS	**Grade 6: B1.1**	**6 Students**
		G 702
		G 703
		G 705
		G 706
		G 707
		G 708

CURRICULUM CODE DESCRIPTION

B1.1: read and represent whole numbers up to and including one million, using appropriate tools and strategies, and describe various ways they are used in everyday life

TEACHER SUPPORT QUESTIONS

Winnipeg is the capital and largest city in Manitoba.
In a recent report, the population was given as 783 000 people.

How many more people are needed in Winnipeg to reach a population of 1 million?

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GREATEST CURRICULAR STRENGTHS (PART 6 OF 7)

	CURRICULUM CODE ONTARIO	STUDENTS SHOWING STRENGTH
MATHEMATICS	**Grade 6: D1.6**	**5 Students**
		G 702
		G 703
		G 705
		G 707
		G 708

CURRICULUM CODE DESCRIPTION
D1.6: analyse different sets of data presented in various ways, including in histograms and broken-line graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions

GREATEST CURRICULAR STRENGTHS (PART 7 OF 7)

Class Curricular Needs and Strengths

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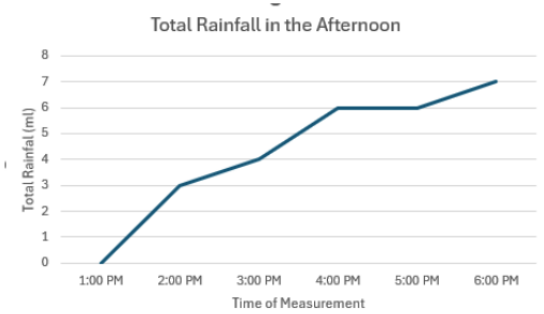
TEACHER SUPPORT QUESTIONS

Starting at 1 pm, Devika used a rain gauge to measure total rainfall.
The graph shows the total amount of rainfall in millilitres each hour for the afternoon.



During which time period did it **not rain** in the afternoon?

- o Between 2 pm and 3 pm
- o Between 3 pm and 4 pm
- o Between 4 pm and 5 pm
- o Between 5 pm and 6 pm